

SY25-26

December 3rd, 2025

Date: Wednesday, December 3, 2025, 6 pm - 8 pm [Meeting Notice on Asian PAC](#)

Participants: **David Chan, Kimberly Chikei Cheong**, Selena Chu, Linda Ho, **Gerald Hsu, Orlando Leon, SH**
in BOLD]

Location: Library, Ulloa Elementary School and Zoom

Staff: **Suvid Tubtimcharoon** **Josephine Zhao**

Public:

Facilitator(s): Kimberly or **Shurrin** | Timekeeper: Kimberly | Notetaker: Gerald | Process Checker: ALL

Meeting Norms 會議規範:


- Keep equity and excellence at the center for students and adults
- Honor all voices; step up/step back to make space for other perspectives
- Assume best intentions

Goals 目標:

- Continue to develop Asian PAC recommendations for District's Local Control and Accountability Plan
- Share and discuss budget updates

Time	Who	Topic	<input type="checkbox"/> New ★ De
5	Shurrin	Opening Moves Welcome and Introductions 歡迎和介紹 Review Meeting Norms (see above) Roles: <input type="checkbox"/> Facilitator: Shurrin <input type="checkbox"/> Timekeeper: Kimberly <input type="checkbox"/> Notetaker: Gerald <input type="checkbox"/> Process Checker: ALL	★ Sta PM

Time	Who	Topic	<input type="checkbox"/> New ★ De
5	Shurrin	Review of Meeting Minutes 會議記錄回顧 <ul style="list-style-type: none"> <input type="checkbox"/> Are there any amendments? <input type="checkbox"/> Approval of the minutes <ul style="list-style-type: none"> <input type="checkbox"/> make a motion - Kimberly <input type="checkbox"/> a second - Shurrin <input type="checkbox"/> all in favor? - ALL <input type="checkbox"/> all against? - NONE 	<input type="checkbox"/> New ★ De
35		<p>2025–26 APAC Priorities — Final Confirmation (20 minutes)</p> <p>Items:</p> <ul style="list-style-type: none"> ● Review the draft priority themes generated on Oct 1: <ul style="list-style-type: none"> ○ Language pathways & bilingual teacher pipeline ○ Budget advocacy during fiscal stabilization ○ Asian student engagement, retention, and data ○ Community voice / school visits / survey (raised strongly at Oct meeting) ● Motion to approve priority themes: David <p>Second: Gerald In favor: all Against: none</p> ● Identify which require subcommittees <ul style="list-style-type: none"> ○ Orlando: What are the practical implications of subcommittee ○ Shurrin: Chinese students represent 22% of students. ○ Orlando: Suggests that this may fall under gathering data and within the subcommittee that would address priority item 4 (Community voice). Outlined different timelines for the different priorities and the work that might fall under each of them. ○ Shurrin: Brought up that we could include CPAC (thousands of members) ○ Josephine: Advocating for need for a survey. ○ Kimberly: Can we connect APAC and CPAC? 	<input type="checkbox"/> Vie fro of inv sur <input type="checkbox"/> Ge apl po co ★ Est sul Co Vo Vis

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
		<ul style="list-style-type: none"> ○ Vid: Technically, APAC emerged from CPAC so it's inclusive of CPAC and includes other groups. Will need to be mindful of conflicts of interest. ○ Gerald: Do each of these priority themes need subcommittees? Sounds like the community voice priority is ripe for a subcommittee. ○ Orlando: Suggested getting an inventory of existing data ○ Josephine and Orlando: Discussed presenting priority themes to different subgroups of Asian communities. Orlando suggested reaching out informally. Josephine noted that Indian community doesn't have a non-profit. ○ David: Noted that surveys were done about High School design and wondered if this data could be useful. ○ Vid: Noted that different school sites have different Asian communities represented (eg. Bessie Carmichael has a large percentage of Filipino students). ○ Gerald suggested subcommittee for community voice. Kimberly agreed. ○ Josephine noted that it's hard to get parents out during the evening. Orlando suggested SSC meetings. Josephine highlighted the value of existing Panorama surveys. ● Motion to create subcommittee of 3 people for priority theme 4: Gerald ● Second: Kimberly ● Favor: All ● Against: None <ul style="list-style-type: none"> ○ Gerald, David, and Shurrin volunteered. Motion to approve: Kimberly. Second: Gerald. In favor: All. Against: None. ● David suggested looking up Paul Gardner's substack 	
30		<p>LCAP Work — Begin Drafting APAC Recommendations</p> <p>Original Recommendations:</p> <p> LCAP Advisory Input: Recommendations to Support Asian Students in SFU...</p> <p>Agenda:</p>	<input type="checkbox"/> Vie <input checked="" type="checkbox"/> kno <input checked="" type="checkbox"/> dra

Time	Who	Topic	<input type="checkbox"/> New ★ De
		<ul style="list-style-type: none"> ● Review LCAP rep responsibilities (Selena & Shurrin elected as reps) ● Draft outline for 3 recommendation areas ● Assign drafting teams ● Set timeline for completing the first draft before the January LCAP cycle intensifies <p>Vid and Josephine clarified the task.</p> <ul style="list-style-type: none"> ● Shurrin presented on what LCAP meetings have focused on: promoting language teacher pathways, recruitment, and retention ● The 3 recommendation areas are APACs first 3 priorities. ● Josephine reviewed the current draft of the 3 recommendation areas. Provided detail about the first– streamlining and strengthening language pathways. ● David asked if the School Board implemented the recommendations and how. ● Josephine and Shurrin noted that LCAP is intended to support focal populations. Gerald asked what percentage of focal students are Asian. Vid and Josephine responded that it wasn't known. ● Orlando wanted to know how often LCAP recommendations are implemented so as to better formulate our recommendations and invest our time. ● Vid read the ACAP recommendations from last year. Group discussed the inclusion of the word excellence. Vid noted that the word rigor is often substituted for the word excellence. ● Orlando nominated Selena to work on the draft recommendations for LCAP. Motion: Orlando, Second: Gerald. 	
20		Recruitment of Two New Board Members — Status & Next Steps	<input type="checkbox"/> New ★ Jan inc for ★ Vic Wo

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> Decision
		<p><i>Recruitment was raised in both Sept and Oct meetings, and the screening committee was established, but the Superintendent meeting prevented progress last month.</i></p> <p>Topics:</p> <ul style="list-style-type: none"> ● Application submissions update: Screening committee (Linda, Kimberly, Orlando) looked at the form and developed a scoring rubric. Depending on number of applicants, committee will distribute the applications for evaluation or have each applicant reviewed by every committee member. Sought feedback from group. <ul style="list-style-type: none"> ○ Josephine asked about how you “verify” that people aren’t using AI to generate answers. Orlando responded that there would be a phone interview as well. ○ Shurrin suggested prioritizing SSC or ELAC members. ○ David asked when applications were submitted. Vid says as early as mid-October. ○ Josephine suggested getting references. ○ Orlando suggests that the committee review applications by January and contact all applicants in early January. He proposed social media checks. Vid suggested inviting them to join a meeting. Orlando says the group will generate a narrative for each of the applicants and send to Vid prior to the end of December. With no discussion by email or other mode. ○ Vid will look into whether we are allowed to have a closed session at the end of the next APAC meeting for APAC to discuss the candidates. ● Confirm vetting process – Christina Wong has been doing this. ● Approve outreach expansion (PTA lists, WeChat, site newsletters) ● Confirm timeline for review, selection, and onboarding <p><i>Goal: keep APAC at full strength before winter.</i></p>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Decision at 1/7

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
10		<p>Community Outreach Updates</p> <p>Deferred from Nov 5 because of time constraints.</p> <ul style="list-style-type: none"> Discuss proposed school visit strategy (raised at Oct meeting) <ul style="list-style-type: none"> Kimberly mentioned invitation by Francisco Middle School Principal for APAC 	
5		<p>Next Steps & Announcements</p> <ul style="list-style-type: none"> Preview agenda for next meeting (January 7, 2026): <ul style="list-style-type: none"> LCAP draft review Priority subcommittee updates Budget tracking update (post-Dec Board votes) Possible SFUSD data presentation Discussion of applicants for board members 	
5	Shurrin	Public Comment 公眾評論	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
5	Shurrin	<p>Closing Moves</p> <ul style="list-style-type: none"> <input type="checkbox"/> Process check <ul style="list-style-type: none"> <input type="checkbox"/> Good <input type="checkbox"/> Did we achieve our meeting norms? <ul style="list-style-type: none"> <input type="checkbox"/> Good <input type="checkbox"/> Confirm next meeting date (December 3rd) <ul style="list-style-type: none"> <input type="checkbox"/> Good 	<input type="checkbox"/> New <input checked="" type="checkbox"/> De

Time	Who	Topic	<input type="checkbox"/> Ne ★ De
0	Vid	Adjournment of Meeting 休會 ★ Motion to adjourn the meeting <ul style="list-style-type: none"> ○ make a motion – Kimberly ○ a second – David ○ all in favor? – <u>ALL</u> ○ all against? – None 	★ Ne ★ De

November 5, 2025

Date: Wednesday, November 5, 2025, 6 pm - 8 pm [Meeting Notice on Asian PAC](#)

Participants: **David Chan, Kimberly Chikei Cheong**, Selena Chu, Linda Ho, Gerald Hsu, **Orlando Leon**, Jo **Zeng** [X attendees in BOLD] + Dr. Maria Su, Chris B (Deputy Superintendent for Business Services), President Kim, Hongmei (SFUSD Communications)

Location: Library, Ulloa Elementary School and Zoom

Staff: **Suvid Tubtimcharoon**

Public:

Facilitator(s): **Kimberly** or Shurrin | Timekeeper: David | Notetaker: Orlando | Process Checker: ALL

Meeting Norms 會議規範:

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Goals 目標:

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5	Shurrin	<p>Opening Moves</p> <p>Welcome and Introductions 歡迎和介紹</p> <p>Review Meeting Norms (see above)</p> <p>Roles:</p> <p><input type="checkbox"/> Facilitator: Shurrin</p>	<p>★ Sta</p> <p>—</p>

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
		<input type="checkbox"/> Timekeeper: _____ <input type="checkbox"/> Notetaker: Orlando <input type="checkbox"/> Process Checker: ALL	
60 6:15 - 7:48P M	Dr. Maria Su	<p>Joint Asian PAC Budget Discussion with the Superintendent (In Person)</p> <ul style="list-style-type: none"> ● Dr. Maria Su's presentation and discussion item to be added upon receipt. ● Budget Townhall recap <ul style="list-style-type: none"> ○ (no Menti Meter) ○ Would like to dive deeper with all committees/PACs and focal populations ● SFUSD Core Values (see slides) <ul style="list-style-type: none"> ○ Year 1 was hard but good - still a Year 2 of reductions ahead <ul style="list-style-type: none"> ■ \$114M of cuts - about 500 positions (some vacant) ■ Staffing model change to help better support students ○ FY25-26 budget prioritizes student outcomes <ul style="list-style-type: none"> ■ Goals - 3rd grade literacy, 8th grade math, college/career readiness ○ FY26-27 <ul style="list-style-type: none"> ■ Keep moving forward with "foot on the pedal" <ul style="list-style-type: none"> ● Prioritize student learning, safe and welcoming schools, stronger systems ■ New Deputy Superintendent of Business Services <ul style="list-style-type: none"> ● New CFO just hired ■ Timeline for rest of FY26-27 budget planning <ul style="list-style-type: none"> ● Dec 9 Board of Ed meeting - FY25-26 first interim report ● Dec 16 Board of Ed meeting - fiscal stabilization plan & staffing model ● Jan 2026 - allows schools to plan earlier ■ (video shared with town halls) ○ SFUSD budget overview (Chris) <ul style="list-style-type: none"> ■ Federal (5%), State (70%), Local (25%) <ul style="list-style-type: none"> ● Local/SF is special as we get a lot of J and QTEA funding 	<input type="checkbox"/> New <input checked="" type="checkbox"/> De

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> Decision
		<ul style="list-style-type: none"> ■ (OL) Is there a lot of variance with the FY26-27 budget that depends on the Governor's decisions on state budgets? <ul style="list-style-type: none"> ● (Chris) (summarized) Not as much variance but SFUSD will work closely with LAO and, if needed, there is a possibility of an April revised budget presentation (but needs to be greater than 10% difference) ■ Investments in School Services (\$1.3B) <ul style="list-style-type: none"> ● Instruction, Instruction-related, Student services, General administration, Building and Grounds services, Ancillary services, Other Outgo (insurance, workers' comp, settlements) ■ Fiscal stabilization is a multi-year process (unrestricted) <ul style="list-style-type: none"> ● We don't have "reserves" ⇒ "Beginning Fund Balance" (yellow) <ul style="list-style-type: none"> ○ (Orlando) DAC may have used the term "reserve" ○ (Chris) State only requires a 2% reserve (statutory) - but District doesn't have a good policy about reserves and it should ● Red line shows Actuals until FY25-26 and projected starting FY26-27 <ul style="list-style-type: none"> ○ (David) How are the red line (actual/projected expenditures), yellow (projected fund balance), blue (projected expenses after FY25-26) related? What is the goal? ○ (Chris) Red line should be no more than the blue line ● (needs verification) Aiming to tackle \$103M deficit ■ SY25-26 Unrestricted General Fund Overview <ul style="list-style-type: none"> ● Revenue - Expenditures = -\$48M planned deficit as of today ■ SY25-26 Restricted General Fund Overview 	

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
		<ul style="list-style-type: none"> ● Revenue - Expenditures = -\$53M planned deficit as of today ● State sees the Restricted funds as not required, because if restricted fund budgets go away (like measure/prop J), then those supported services (should) go away ■ (Shurrin) If there's not enough money on the restricted side and there's funds available on the unrestricted side, can SFUSD transfer and use unrestricted funds? <ul style="list-style-type: none"> ● (Chris) Yes, and it's required by law; one example is the money that goes from unrestricted to restricted for Special Ed ■ (Chris) Doing the hard work of reducing Restricted budgets, since much of it goes unspent <ul style="list-style-type: none"> ● Education gets stuck in the scarcity mindset and is unwilling to give things up for the greater good; takes away flexibility to support really important and good needs when they arise ● (Dr. Su) Asking - Is this something we really need now, or can we press pause for at least a year or two? ● (Chris) There's no ability to just eliminate vacancies, as SF's culture is very different - everyone wants their say. <ul style="list-style-type: none"> ○ (Dr. Su) This time though, we did eliminate some vacancies that were 9 or 12+ months old <ul style="list-style-type: none"> ■ We also did not know where to look, and Chris coming in now does know where to look ■ (Josephine) How will raises/negotiations play a role? <ul style="list-style-type: none"> ● (Chris) Not allowed to budget more than the current salary - needs to be negotiated and Board needs to vote 	

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
		<ul style="list-style-type: none"> ○ Unions understand that raises mean cuts to staff/teachers/programs ○ [attributed to Chris at review of minutes at 12/3/25 meetings: 1% increase in salary equates to \$11 million] ● (Dr. Su) It is a very hard environment to ask/get more money from SF or State ○ Discussion <ul style="list-style-type: none"> ■ (Josephine) It seems enrollment is going down; special ed demographic seems to be going up <ul style="list-style-type: none"> ● (Chris) It seems we might be over-identifying disabilities or special needs; there may be more identification but may be other reasons (ie behavioral changes, other options exhausted) ● (Josephine) Interested in how we keep general ed services/funding, if/when other focal groups have increasing service needs <ul style="list-style-type: none"> ○ (Chris) It is common that special services, 1:1 aides, etc that go longer than the need of the service (ie speech services) ■ (Shurrin) What is the difference between LCFF and LCAP <ul style="list-style-type: none"> ● (Chris) LCFF (started around 2013-14) uses different formula of funding based on focal demographics and needs <ul style="list-style-type: none"> ○ LCAP was developed around the same time - it is meant to be a plan of how a District plans to spend its money - it helps show how a district complies with requirements and goals <ul style="list-style-type: none"> ■ It has grown to be a multi-hundred page compliance document 	

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
		<ul style="list-style-type: none"> ● (Dr. Su) How has it been so far this year, and do you have any thoughts on where we can shave some in the coming year? <ul style="list-style-type: none"> ○ (Kimberly) Teachers and principals are most important resources for our schools - parents want to try to maintain (not) people; parents want to maintain language pathways <ul style="list-style-type: none"> ■ Teachers still want more pay (comparable) - some have left for (their perspective) higher pay, less work, less stress/pressure ■ (Dr. Su) Presented a multi-year labor agreement with the Administrators - it has been tentatively agreed upon <ul style="list-style-type: none"> ● Should be ratified on Monday ● Goal is to make their work/load more bearable ■ (Chris) I was a principal; it is very hard work; SFUSD school sizes are fairly reasonable (Chris used to be the only administrator/principal with no assistant principal for 700+ kids) <ul style="list-style-type: none"> ● SFUSD has more adult:student ratio than most (all?) others ● We may be making it harder than we need to be (ie we need a modern procurement system) ○ (Shurrin) To help with enrollment, it will be important to improve school services (ie bathroom cleaning, single line for lunch services) <ul style="list-style-type: none"> ■ (Dr. Su) Lowell's lunch lines seem to move very fast; I will check with Washington (about a single line) <ul style="list-style-type: none"> ● There will also be work on building a new, central kitchen ■ (Dr. Su) Enrollment efforts <ul style="list-style-type: none"> ● The new Mandarin K-8 should help with enrollment demand ● We really need to improve attendance ● Transitions - efforts to help not lose students during these transitions 	

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
		<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Elementary => Middle ○ Middle => High School ○ (Josephine) Any discussions about school closures, language pathways being affected? <ul style="list-style-type: none"> ■ (Dr. Su) There is still a large gap between number of seats and enrollment - this needs to be addressed to improve services for all students <ul style="list-style-type: none"> ● Can't better support students when schools are too small and barely staffed ○ (David) It makes sense to support closure/consolidation <ul style="list-style-type: none"> ■ (Dr. Su) It's timing; needed to address bigger budget gaps first ■ (Chris) This time, it shouldn't be a financial (focused) discussion; what's worth it is supporting the right environment for our kids ■ (Dr. Su) Need to connect the conversations to make them inclusive and address the humanity ■ (Commissioner Kim) The Board feels ready to have these conversations; need to be thoughtful and planned; have conversations with all of the schools/teachers/administrators (and communities); it is not (primarily) a question about budget but about whether we can meet our goals for our students ○ (Gerald) Referring to enrollment challenges and experiences by families (and related news articles), what is the approach to improve this? Any thoughts on a "second Lowell?" <ul style="list-style-type: none"> ■ (Dr. Su) District is looking to improve the enrollment process (and assignment process) <ul style="list-style-type: none"> ● Need to balance some families who prefer to have more choice vs primarily/only neighborhood school assignments ■ (Discussion about history of SFUSD over the past couple of decades re: neighborhood assignments and breaking down segregation, etc) ● (Closing) 7:48PM 	

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15	Shurrin	Events Debrief – Enrollment Fair (Sat. 10/18) & Chinatown Resource Fair (Sat. 11/1 @ Gordon J. Lau) <ul style="list-style-type: none"> ● Debrief participation and outcomes ● (Kimberly) A lot of people came to the table, especially since it was at the front entrance; a lot of people liked the flyers (ie FAQs, questions to ask schools/principals/teachers) ● (Shurrin) This year's information was very comprehensive and helpful; also really liked the QR code option <ul style="list-style-type: none"> ○ This was the first year there was a callout specifically for Asian students in the statistical data/map ● (David) Helped hand out flyers and encouraged people to attend the Asian PAC meetings ● (Gerald) Literacy Fair - eye-opening to see all of the resources available to Chinatown residents <ul style="list-style-type: none"> ○ ParentVue enrollment form is in English - we should request a translation ○ Encouraged us to consider Linda's idea about school site visits ○ (Kimberly) Francisco MS students could use some help; many get bullied <ul style="list-style-type: none"> ■ Wondering what Asian PAC can do when schools specifically reach out for help... 	<input type="checkbox"/> New ★ De
20	Kimberly	Asian PAC Board Application <ul style="list-style-type: none"> ● Update application status <ul style="list-style-type: none"> ○ Total Applicants So Far ○ Application Vetting <ul style="list-style-type: none"> ■ (Vid) Two vetted (to be SFUSD parents); a few more applicants but not yet vetted ● Review questions 	<input type="checkbox"/> New ★ De

Time	Who	Topic	<input type="checkbox"/> New ★ De
		<ul style="list-style-type: none"> (OL) Are there scoring/reviewing criteria or process for Linda/Kimberly/Orlando to use? <ul style="list-style-type: none"> (Vid) Will ask around with other PACs; first time around the District did the applicant reviews <ul style="list-style-type: none"> It might come back to Asian PAC to define the process moving forward 	
5	Shurrin	Public Comment 公眾評論 NONE	<input type="checkbox"/> New ★ De
5	Shurrin	Closing Moves <ul style="list-style-type: none"> <input type="checkbox"/> Process check <ul style="list-style-type: none"> <input type="checkbox"/> Good <input type="checkbox"/> Did we achieve our meeting norms? <ul style="list-style-type: none"> <input type="checkbox"/> Good <input type="checkbox"/> Confirm next meeting date (December 3rd) <ul style="list-style-type: none"> <input type="checkbox"/> Good <input type="checkbox"/> Preview topics: Recruitment Process Recommendation, Enrollment Fair debrief, Drafting Asian PAC recommendations for LCAP <ul style="list-style-type: none"> <input type="checkbox"/> (Linda) Revisit Asian PAC priorities 	<input type="checkbox"/> New ★ De
0	Vid	Adjournment of Meeting 休會 <ul style="list-style-type: none"> ★ Motion to adjourn the meeting <ul style="list-style-type: none"> make a motion – __ALL__ a second – __ALL__ all in favor? – _ALL_ all against? – _ALL_ 	★ New ★ De

October 1, 2025

Date: Wednesday, October 1, 2025, 6 pm - 8 pm [[Meeting Notice on Asian PAC](#)]

Participants: David Chan, Kimberly Chikei Cheong, Selena Chu, Linda Ho, Gerald Hsu, Orlando Leon, J (alumni), Shurrin Zeng [X attendees in BOLD]

Location: Library, Ulloa Elementary School and Zoom

Staff: Christina Wong, Suvid Tubtimcharoon

Public: Commissioner Alida Fisher

Facilitator(s): Shurrin, Kimberly | Timekeeper: Linda Notetaker: Orlando | Process Che

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Goals 目標:


- Elect APAC Representatives to LCAP Advisory Committee
- Advance Recruitment & Onboarding of New Members
- Set Direction for 2025–26 Priorities & Enrollment Fair Planning

Mission Statement:

The Asian Parent Advisory Committee advocates for the diverse needs of Asian students and their families SFUSD to ensure equity and excellence by strengthening inclusive and supportive environments where e academically and holistically.

Time	Who	Topic	
5		Opening Moves	P 6

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		<p>Welcome and Introductions 歡迎和介紹</p> <p>Review Meeting Norms (see above)</p> <p>Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitator: Surrin, Kimberly <input type="checkbox"/> Timekeeper: Linda <input type="checkbox"/> Notetaker: Orlando <input type="checkbox"/> Process Checker: All
5		<p>Public Comment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Public participants may share input <ul style="list-style-type: none"> <input type="checkbox"/> (Josephine) Reminder/Invitation about press conference regarding SFUSD Chinese bilingual education initiative 2025 <input type="checkbox"/> May be moved earlier/later if needed
10		<p>Review of Sept 3, 2025 Meeting Minutes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there any amendments? (Kimberly) Please bold my name ⇒ completed <input type="checkbox"/> Approval of the minutes <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – __Gerald____ <input type="checkbox"/> a second – __Linda____ <input type="checkbox"/> all in favor? – __All____ <input type="checkbox"/> all against? – __None____
15 2025-2027 LCAP Advisory Committee Overview & Application		<p>LCAP Advisory Committee Representation</p> <ul style="list-style-type: none"> <input type="checkbox"/> (Vid) Review responsibilities of Asian PAC rep. <ul style="list-style-type: none"> <input type="checkbox"/> Represent Asian PAC to have a voice <input type="checkbox"/> Bring information back to Asian PAC <input type="checkbox"/> Typically 2nd Wednesday of the month <input type="checkbox"/> Nominate primary representative <ul style="list-style-type: none"> <input type="checkbox"/> (Linda) Asked if David is interested; asked if Selena is interested <input type="checkbox"/> (David) Not interested at this time <input type="checkbox"/> (Selena) Yes, interested <input type="checkbox"/> Nominate secondary representative

Time	Who	Topic
ation.pdf		<p> <input type="checkbox"/> (All) Surrin would be willing and interested <input type="checkbox"/> Public Comment <input type="checkbox"/> (Josephine) Surrin might have expressed interest to be the primary rep <input type="checkbox"/> (Vid) Last year, two from Asian PAC were able to attend, so we can still have that approach this year, if both Surrin and Selena want to attend LCAP meetings <input type="checkbox"/> The intent is for one/both to represent the collective voice of Asian PAC </p> <p>LCAP resource:</p> <p> 2025-2027 LCAP Advisory Committee Overview & Application.pdf</p> <p>Decisions & Motions</p> <ul style="list-style-type: none"> • Motion to elect __Surrin and Selena__ as primary LCAP reps <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – __Kimberly__ <input type="checkbox"/> a second – __David__ <input type="checkbox"/> all in favor? – __All__ <input type="checkbox"/> all against? – __None__ • Motion to elect _____ as secondary LCAP rep <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – _____ <input type="checkbox"/> a second – _____ <input type="checkbox"/> all in favor? – _____ <input type="checkbox"/> all against? – _____
20		<p>Recruitment Update</p> <ul style="list-style-type: none"> • Screening Committee Report (Kimberly, Orlando, Linda) <ul style="list-style-type: none"> ○ (Orlando) Would like for Vid to share any current documented SFUSD PAC/committee application screening processes; committee can then work on reviewing/revising over the next month and propose a screening process at the next Asian PAC meeting ○ (David) What is the suggested process now? <ul style="list-style-type: none"> ■ (Linda) Let's have the committee bring the recommendation to the next meeting

Time	Who	Topic
		<ul style="list-style-type: none"> ■ (Vid) During the first application process for the Asian PAC, Tim Burke and a couple (?) of other SFUSD (District staff?) reviewed applications and selected ● Status of applications received (online/QR code/paper) <ul style="list-style-type: none"> ○ (Vid) Application went up a week ago; not sure where posted; will confirm with Christina <ul style="list-style-type: none"> ■ Translated into Chinese (traditional), Vietnamese, Tagalog ○ (Josephine) The form is on the website; multiple translations; it requires Google login ○ (David) How many positions will these applications recruit for? <ul style="list-style-type: none"> ■ (Orlando/Vid) Two positions ○ (Linda) Shall we help promote the application form and process? <ul style="list-style-type: none"> ■ (Vid) Yes; and another option is the enrollment fair ■ (Orlando) Are there bylaws or other aspects that restrict us from sharing to certain groups and channels? ■ (Vid) We should ensure inclusion in our communication outwards ■ (Linda) Is there a repository of (SFUSD) group? <ul style="list-style-type: none"> ● (Commissioner Alida Fisher) There is a SFUSD-wide PTA president/chair email list (but not cleaned up when people depart) ○ (PAUSE for Introductions with Commissioner Fisher) ● Language access (Chinese, Vietnamese, Tagalog, English, etc.) ● Timeline for onboarding ● Closing <ul style="list-style-type: none"> ○ (Kimberly) No motions needed at this time ○ (Surrin) Any more decisions needed for language translations? <ul style="list-style-type: none"> ■ (Vid) None at this time <p>Bylaws for reference.</p> <p>Decisions & Motions</p> <ul style="list-style-type: none"> ● Motion to confirm application screening process <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – _____ <input type="checkbox"/> a second – _____ <input type="checkbox"/> all in favor? – _____ <input type="checkbox"/> all against? – _____ ● Motion to approve application form and languages for distribution

Time	Who	Topic
		<input type="checkbox"/> make a motion – _____ <input type="checkbox"/> a second – _____ <input type="checkbox"/> all in favor? – ____ <input type="checkbox"/> all against? – ____
40		<p>Set 2025–26 Priorities</p> <p>Discussion Prompts (Vid)</p> <p>General Discussion</p> <p>(Kimberly) 1) The SFUSD budget cuts is still a big topic for parents and students - Asian PAC should provide a voice for our constituents; 2) Language pathways should be another priority for Asian PAC - both the curriculum and the teacher pipeline; 3) Consider how to best amplify the voice of the Asian PAC communities and through which channels + raise visibility of Asian PAC committee within the represented communities</p> <p>(Surrin) 1) Prioritize credentialed teacher pipeline and teaching quality, especially for world languages + improve recruitment process and professional development</p> <p>(David) As part-time volunteers, we should consider how we best prioritize our advocacy. 1) Agree on supporting/advocating during the SFUSD budget process. 2) Look for information/data/stories about why Asian families who are leaving to better understand AND also how to better support Asian families who choose to stay.</p> <p>(Gerald) Agrees with scope and how much we can realistically prioritize. Also need to consider our expertise represented within this committee. 1) Would like to prioritize the collective Asian voice, especially those who are not yet represented; where we can do this, how we get feedback, how we communicate forward. This would be a focus on communication this year as a #1 priority.</p> <p>(Linda) Should we focus first on recruiting the next round of Asian PAC members and consider after where we prioritize.</p>

Time	Who	Topic
		<p>(Josephine) We should keep focus on last year's agreed-upon priorities. 1) Language pathways. 2) Teacher support, within language pathways. 3) Excellent, equitable support via tiered support. 4) Gather data - why people leave SFUSD, why people stay.</p> <p>(Vid) We should think about our "North Star."</p> <p>(Orlando) School Closures? Lowell/Selective-Based Admissions? Ethnic Studies? Grading Criteria? Should we be reactive or proactive? (Gerald) Do we have the data to inform the Asian community position on any of these topics? We should try to see what data exists... (All) Discussion about the importance of the survey design and how SFUSD has done this in the past.</p> <p>(All) Discussion about creating a survey for our population. Discussion about collecting the data and then sharing a report to the Board of Education. SFUSD has a central department (PA) who can help. Vid will consult Christina. We can also look at the SFUSD Panorama (culture/climate/belonging) data.</p> <p>Question/Discussion about what data we are looking for, what problem/question are we trying to solve? Suggestion about identifying the top 3 issues we would like to dive into. Perhaps some of the questions are already posed from our AY2024-25 meeting notes. Sharing about whether world language programs are sustainable. Other potential questions/data we may want - why people leave/what makes people stay, thoughts about selective/merit-based admissions (ie Lowell specifically).</p> <ul style="list-style-type: none"> ● (Vid) On the topic of how to become the voice of the Asian community for SFUSD, if this is important for us, we should focus on this as a priority. (paraphrased) <ul style="list-style-type: none"> ○ (Linda) In addition to, or instead of, a survey, we should consider personal conversations with people, and if we have 10 committee members, we can split up and visit school sites/communities and speak with families. Perhaps choose a core set of 5-6 questions. ○ (Surrin) Include open-ended questions and not just yes/no questions. ○ (David) We should do both, interviews/focus groups and survey. ○ (Josephine) Feels that she has an abundance of experience and anecdotal feedback over the years and can predict/anticipate family decisions. <ul style="list-style-type: none"> ■ PTA may not be the best place; ELAC would be better ■ (Orlando) Question to Josephine about what she has heard/experienced from families regarding

Time	Who	Topic
		<p>socio-economic status (or first-gen status) and whether there are still commonalities across those factors</p> <ul style="list-style-type: none"> ○ (Surrin) Sharing about teachers who have to make hard decisions related to high cost of living and crime in San Francisco, which impacts students ● (Vid) PAUSE - time check ● (Gerald) Shall we bring in the SFUSD PA group? <ul style="list-style-type: none"> ○ (All) Yes <p> <input type="checkbox"/> Continue: What should APAC keep doing? <input type="checkbox"/> Stop: What should APAC scale back? <input type="checkbox"/> Start: What new areas should APAC add? <input type="checkbox"/> Align with: bylaws, SFUSD challenges, LCA(P cycle) </p> <p>Decisions</p> <ul style="list-style-type: none"> ● Motion to adopt a new focus areas to understand the voice of the Asian PAC community for 2025–26 <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – __Linda__ <input type="checkbox"/> a second – __?__ <input type="checkbox"/> all in favor? – __All__ <input type="checkbox"/> all against? – __ ● Motion to adopt 2–3 focus areas for 2025–26 <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – _____ <input type="checkbox"/> a second – _____ <input type="checkbox"/> all in favor? – ____ <input type="checkbox"/> all against? – ____ ● Motion to create subcommittees (if needed) <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – _____ <input type="checkbox"/> a second – _____ <input type="checkbox"/> all in favor? – ____

Time	Who	Topic
		<input type="checkbox"/> all against? – ____
20		<p>Event: October 18, 2025 – SFUSD Enrollment Fair</p> <ul style="list-style-type: none"> <input type="checkbox"/> Balboa High School - Saturday, October 18, 2025 <input type="checkbox"/> Goals: recruitment, outreach, visibility <ul style="list-style-type: none"> <input type="checkbox"/> (Gerald) Last year, information about reasons to keep your children in SFUSD/public school, including information about Lowell <input type="checkbox"/> (Kimberly/other?) There are a lot of requests for information about language pathways; there are materials to help with this, as well <input type="checkbox"/> (Commissioner Fisher) Suggests creating a common list of questions that parents can ask when they go on school tours, when they talk with teachers/principles/counselors/doctors <ul style="list-style-type: none"> <input type="checkbox"/> (Josephine) Also has a “knowledge base” for families who are navigating SFUSD <input type="checkbox"/> (All) Do we need more time for translation of materials? Generally, yes. <input type="checkbox"/> Logistics: table staffing, shifts, flyers, QR code, poster board <ul style="list-style-type: none"> <input type="checkbox"/> (Surrin) May we print flyers? <ul style="list-style-type: none"> <input type="checkbox"/> Christina has these materials <input type="checkbox"/> (All) Discussion about charts showing stats about SFUSD high school => UC admission rates <ul style="list-style-type: none"> <input type="checkbox"/> Gerald will work with Josephine on this <input type="checkbox"/> (All) Parking is available for volunteers <input type="checkbox"/> Translation needs <input type="checkbox"/> Volunteers <ul style="list-style-type: none"> <input type="checkbox"/> (Vid) Must be there for his SFUSD role but mainly at Ulloa Table <input type="checkbox"/> (Josephine) Will attend for Marina MS <input type="checkbox"/> (Gerald) Can attend first 2 hours - 10-12 <ul style="list-style-type: none"> <input type="checkbox"/> Will help coordinate the data and materials with Christina/Vid <input type="checkbox"/> (Kimberly) Can help - 10-2 <input type="checkbox"/> (David) Can help - 12-2 <input type="checkbox"/> (Orlando) Maybe

Time	Who	Topic
		<input type="checkbox"/> (Linda) Cannot Link to SFUSD Enrollment Fair Page: https://www.sfusd.edu/fair Decisions & Motions <input type="checkbox"/> (Kimberly/Surrin) Deputizes/Charges volunteers (listed above) to move forward <input type="checkbox"/> Motion to approve staffing schedule <input type="checkbox"/> make a motion – _____ <input type="checkbox"/> a second – _____ <input type="checkbox"/> all in favor? – ____ <input type="checkbox"/> all against? – ____ <input type="checkbox"/> Motion to approve outreach materials <input type="checkbox"/> make a motion – _____ <input type="checkbox"/> a second – _____ <input type="checkbox"/> all in favor? – ____ <input type="checkbox"/> all against? – ____
10		Other Business <input type="checkbox"/> Visibility & Outreach: push forward on ideas (flyers for parents, getting APAC onto Board agenda) Check for last year's poster about cost and education. <input type="checkbox"/> (All) It feels like we've touched on this <input type="checkbox"/> Training: explore orientation for members (bylaws, Greene Act, LCAP cycle). <input type="checkbox"/> (Vid) Will continue to explore this topic with Christina <input type="checkbox"/> Organizational/Polical savvy, Board of Ed roles, Brown/Greene Act, SFUSD District org structures/roles Decisions & Motions <input type="checkbox"/> Motion to schedule member training (if group agrees) <input type="checkbox"/> make a motion – _____ <input type="checkbox"/> a second – _____ <input type="checkbox"/> all in favor? – ____ <input type="checkbox"/> all against? – ____

Time	Who	Topic
		<input type="checkbox"/> Motion to approve flyer/Board outreach plan <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – _____ <input type="checkbox"/> a second – _____ <input type="checkbox"/> all in favor? – ____ <input type="checkbox"/> all against? – ____ <input type="checkbox"/> Motion to allow Josephine to speak freely during the meeting, except with no voting rights <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – __Kimberly____ <input type="checkbox"/> a second – __Gerald____ <input type="checkbox"/> all in favor? – _All__ <input type="checkbox"/> all against? – _None__ <input type="checkbox"/> Motion to allow Vid to speak freely during the meeting, except with no voting rights <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – __Linda____ <input type="checkbox"/> a second – __Kimberly____ <input type="checkbox"/> all in favor? – _All__ <input type="checkbox"/> all against? – _None__
5		Closing Moves <ul style="list-style-type: none"> <input type="checkbox"/> Process check <ul style="list-style-type: none"> <input type="checkbox"/> (All) Good <input type="checkbox"/> Did we achieve our meeting norms? <ul style="list-style-type: none"> <input type="checkbox"/> (All) Yes <input type="checkbox"/> Confirm next meeting date (Nov 5, 2025) <ul style="list-style-type: none"> <input type="checkbox"/> (All) Yes <input type="checkbox"/> Preview topics: Recruitment Process Recommendation, Enrollment Fair debrief, Drafting Asian PAC recommendations for LCAP <ul style="list-style-type: none"> <input type="checkbox"/> (Linda) Revisit Asian PAC priorities

Time	Who	Topic
0	Vid	Adjournment of Meeting 休會 <ul style="list-style-type: none"> <input type="checkbox"/> Motion to adjourn the meeting <ul style="list-style-type: none"> <input type="checkbox"/> make a motion – __Linda__ <input type="checkbox"/> a second – __Gerald__ <input type="checkbox"/> all in favor? – _All_ <input type="checkbox"/> all against? – _None_

September 3, 2025

Date: Wednesday, September 3, 2025, 6 pm - 8 pm [[Meeting Notice on Asian PAC](#)]

Participants: David Chan, **Kimberly Chikei Cheong**, Selena Chu, **Linda Ho**, **Gerald Hsu**, **Orlando Leon**, **Shurrin Zeng** [X attendees in BOLD]

Location: Library, Ulloa Elementary School and Zoom

Staff: Christina Wong, Suvid Tubtimcharoon

Public:

Facilitator(s): Shurrin | Timekeeper: Notetaker: Gerald | Process Checker: ALL

Meeting Norms 會議規範:

- Keep equity and excellence at the center for students and adults
- Honor all voices; step up/step back to make space for other perspectives
- Assume best intentions

Goals 目標:

- Elect New Co-chair 選舉新任聯合主席

- Discuss Recruitment to Replace Outgoing Members 討論招募新成員以接替即將離任的成員
- Recap 2024-2025 SY & Begin Planning for 2025-26 SY 回顧2024-2025學年並開始規劃2025-2026學年

Time	Who	Topic	<input type="checkbox"/> New ★ De
5	Shurrin	<p>Opening Moves</p> <p>Welcome and Introductions 歡迎和介紹</p> <p>Review Meeting Norms (see above)</p> <p>Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitator: Shurrin <input type="checkbox"/> Timekeeper: Orlando <input type="checkbox"/> Notetaker: Gerald <input type="checkbox"/> Process Checker: ALL 	Start mee
5	Shurrin	Public Comments 公眾評論 (move item as needed)	<input type="checkbox"/> New ★ De
10	Shurrin	<p>Review of Meeting Minutes 會議記錄回顧</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there any amendments? <input type="checkbox"/> Approval of the minutes <ul style="list-style-type: none"> <input type="checkbox"/> make a motion - Gerald <input type="checkbox"/> a second - Orlando <input type="checkbox"/> all in favor? - yes <input type="checkbox"/> all against? - none 	<input type="checkbox"/> New ★ De
20	Shurrin	<p>Election of the Co-Chair</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the role of the co-chair <ul style="list-style-type: none"> <input type="checkbox"/> From Bylaws - a. Two (2) Chairpersons - the co-chairs will help staff finalize the meeting agenda and facilitate the Asian PAC meetings. Co-chairs may take turns for each meeting to fulfill their duties. <input type="checkbox"/> Are there any nominations? <p>Gerald spoke to nominate Kimberly.</p>	<input type="checkbox"/> New ★ De

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
		<p>Kimberly spoke to nominate Linda but Linda felt like she couldn't commit to serving as co-chair.</p> <p>Shurrin offered the consideration of when students of board members are graduating. To spread the opportunity as broadly, making sure that board members whose students are graduating soon don't have as many opportunities to serve this role.</p> <p> <input type="checkbox"/> make a motion - Gerald nominated Kimberly. <input type="checkbox"/> a second - Orlando seconded. <input type="checkbox"/> Nominee __Kimberly_____ <input type="checkbox"/> all in favor? - 4 <input type="checkbox"/> all against? - 0 </p>	
20	Shurrin	<p>Discuss Recruitment to Replace Outgoing Members</p> <ul style="list-style-type: none"> Review Asian PAC Bylaws, pages 2-3 Initial thoughts on recruiting new board members? <ul style="list-style-type: none"> Previous applicants already on file. Christina and Vid said there is a list. Christina suggested that we broaden the pool by soliciting new applications. Soliciting new applications. Linda recommended spreading the word. Shurrin spoke in favor of this as well and asked about adding paper applications in addition to online applications. Orlando noted that LCAP may also be currently looking for new members and Christina confirmed this. Christina raised the process of screening applications of new members— as stated in the bylaws, a committee of 3 current members can serve as a screening committee. <ul style="list-style-type: none"> Orlando, Linda, and Kimberly offered to serve on this committee. Shurrin made a motion to approve this committee. Gerald seconded. 	<input type="checkbox"/> New <input type="checkbox"/> Vid <input type="checkbox"/> qu <input type="checkbox"/> me <input type="checkbox"/> htt <input type="checkbox"/> m/ <input type="checkbox"/> dt5 <input type="checkbox"/> Vje <input type="checkbox"/> dit <input type="checkbox"/> Vid <input type="checkbox"/> wo <input type="checkbox"/> app <input checked="" type="checkbox"/> De

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> Decision
		<ul style="list-style-type: none"> ■ Votes in favor: all ■ Votes against: none ○ Linda wanted to confirm that Vid and Christina would manage the application process and forward them to the committee. Christina confirmed this. Vid reviewed the application that was previously used. Demographic data was reviewed. Linda suggested shortening the application. Vid asked the group what questions they would want to include on the application. <ul style="list-style-type: none"> ■ Public comment: Josephine provided perspective about how the application was reviewed (community groups). She said that applicants were validated through synergy to confirm eligibility. ○ Orlando asked about what to do if we don't get enough applicants. ○ Shurrin suggested having a QR code for the application. ○ Shurrin noted that the bylaws state that board members can be appointed if vacancies emerge and proposed appointing someone while the process of selecting permanent board members is completed. She proposed amending the bylaws to allow this. Gerald thought that by establishing a process to select members to fill the vacancy within 2 board meetings, we were consistent with the bylaws and wouldn't need to appoint temporary members. Vid agreed and thought the bylaws were written this way to allow the board flexibility. ○ The committee worked on the questions for the form. Committee eliminated 3 questions and added header items that include APAC goals and objectives and link to the Vision, Values, Guardrails document. Committee discussed how many languages in which to offer the survey. Agreed on the top 5 languages. Christina offered her experience having sent out surveys in multiple languages– uptake is low but Chinese, 	

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
		<p>Vietnamese, Tagalog are the most common. Linda asked if it would be better to have applicants request the form in different languages.</p> <ul style="list-style-type: none"> Public comment: Josephine noted that the demographics of the Asian parent community at the founding of APAC. Motion made by Linda to approve the modified application form. Motion seconded by Orlando. In favor: all Against: none 	
40	Shurrin	<p>Recap 2024-25 SY & Begin Planning for 2025-26 SY</p> <ul style="list-style-type: none"> 2024 - 25 Reflections <ul style="list-style-type: none"> What worked well? What do we need to improve on? <ul style="list-style-type: none"> Gerald: set bylaws and foundation; would like access to more data (qualitative and quantitative) Kimberly: members were all dedicated to priorities of the group and individuals and group had vision. Expand our exposure to the public. Orlando: bonded as a group; provided voice to marginalized group. Using data measure how we're doing and where to spend our time. Increase our influence outside the APAC. Linda: Agreed. Groups don't know to come to us to exert our influence. Shurrin: Everything is brand new and we had to set it up. Worked with district to deal with budget cuts and school closings. Spoke up for 	<input type="checkbox"/> New <input type="checkbox"/> Ap LC <input checked="" type="checkbox"/> De

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> De
		<p>Asian parents. Would like to increase our exposure to parent community. Could we get on board agenda, make a flyer, engage more with Asian parents.</p> <ul style="list-style-type: none"> ■ Public comment: Josephine: Joyful to see this group come to fruition. Hopeful for what this group can do next. Encouraged group to find action items within our goals. Work in parallel on people who can make it happen. Hold the school district accountable for delivering on a K-8 mandarin immersion school. ■ Vid: Established a PAC that is a model for other PACs. Appreciative of Christina. With budget climate becoming more challenging, it'll be more important that ever to work with district, parents, and each other. ○ LCAP Advisory Input: Recommendations to Support Asian Students in SFUSD ● 2025-26 Priorities <ul style="list-style-type: none"> ○ Orlando: is there training APAC should undergo? <ul style="list-style-type: none"> ■ Kimberly thought this would be helpful ■ Christina and Vid will work on this. ○ What should we continue to focus on? ○ What should we start focusing on? ● LCAP meetings. Board needs to select an APAC rep to the LCAP meeting. Next meeting is October 8– Shurrin volunteered to represent APAC at this meeting. We will vote on LPAC rep at the APAC meeting on 10/1/25. 	
15	Vid	<p>Closing Moves:</p> <ul style="list-style-type: none"> ● Process Check: Did we achieve our meeting norms? ● Next Meeting: Oct 1, 2025 	<input type="checkbox"/> New <input checked="" type="checkbox"/> De

Time	Who	Topic	<input type="checkbox"/> New <input checked="" type="checkbox"/> Deleted
		<ul style="list-style-type: none"> Topics for next meeting: <ul style="list-style-type: none"> Priorities for 2025-26: what should we continue; what should we stop, what should we add? Upcoming Enrollment Fair on October 18, 2025, see calendar invite; what is the plan? LCAP: select a primary and secondary LCAP representative for Asian PAC; see scope and sequence, LCAP Advisory Committee application 	
5	Vid	Adjournment of Meeting 休會	End meeting __8:00pm

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Old/Template

May 20, 2025

Date: Tuesday, May 20, 2025, 6 pm - 8 pm [[Meeting Notice on Asian PAC](#)]

Participants: **David Chan, Kimberly Chikei Cheong, Selena Chu, Linda Ho, Gerald Hsu, Orlando Leon, S Josephine Zhao, Shurrin Zeng** [X attendees in BOLD]

Location: Library, Ulloa Elementary School and Zoom

Staff: **Christina Wong** (OOS)

Public: Margaret (retired educator), Sam (online)

Facilitator(s): Shurrin | Timekeeper: Josephine | Notetaker: Orlando | Process Checker: ALL

Meeting Norms 會議規範:

- Keep equity and excellence at the center for students and adults
- Honor all voices; step up/step back to make space for other perspectives
- Assume best intentions

Goals 目標:

- Continue to develop Asian PAC recommendatoinis for District's Local Control and Accountability Plan
- Share and discuss budget updates

Time	Who	Topic	● Ne ★ De
5	Shurrin	Opening Moves Welcome and Introductions 歡迎和介紹 Review Meeting Norms (see above) Roles: <ul style="list-style-type: none">● Facilitator: Shurrin● Timekeeper: Josephine● Notetaker: Orlando● Process Checker: ALL	Start time

Time	Who	Topic	<ul style="list-style-type: none"> ● Ne ★ De
5	Shurrin	Public Comments 公眾評論 (move item as needed) <ul style="list-style-type: none"> ● (Deferred until later) 	<ul style="list-style-type: none"> ● Ne ★ De
10	Shurrin	Review of Meeting Minutes 會議記錄回顧 April 15, 2025 (page 5) <ul style="list-style-type: none"> ● Are there any amendments? <ul style="list-style-type: none"> ○ (Page 13 on paper version) "higher" ⇒ "hire" ● Approval of the minutes <ul style="list-style-type: none"> ○ make a motion - Vid ○ a second - Josephine ○ all in favor? - All ○ all against? - None 	<ul style="list-style-type: none"> ● Ne ★ De
40	Josephine /Shurrin/ Vid	Local Control and Accountability Plan (LCAP) 本地控制和問責計劃 <ul style="list-style-type: none"> ● LCAP Advisory Input: Recommendations to Support Asian Students in SFUSD ● Finalize recommendations <ul style="list-style-type: none"> ○ Discussion/Comments from other PACs <ul style="list-style-type: none"> ■ (Vid) Context of using GenAI to take all meeting minutes and public Asian PAC documents to make first draft of Keep Doing, Stop Doing, Start Doing; then polished wording to create current draft version <ul style="list-style-type: none"> ● (Referring to salmon-colored highlights in agenda packet) ■ (Josphine) The current version is good <ul style="list-style-type: none"> ● Suggests crossing out "Pacific Islander" from Asian PAC priority #3 "Implement Tiered Classroom Supports Designed for Asian Students" Rationale section 	<ul style="list-style-type: none"> ● Ne ★ De

Time	Who	Topic	<ul style="list-style-type: none"> • Ne ★ De
		<ul style="list-style-type: none"> ○ (Various) Discussions in other forums/meetings about Pacific Islander representation ● Discussion about whether Filipino should be included in the Asian PAC focus groups, since Filipino is sometimes documented separately than "Asian" <ul style="list-style-type: none"> ○ Suggestion to keep Filipino within the Asian PAC demographic groups until Filipino demographic asks to be removed from Asian PAC focus groups ■ (David) Suggests to consider diversity in other terms, beyond race/ethnicity <ul style="list-style-type: none"> ● Consider ethnicity, level of parent's highest level of education, socio-economic status, newcomers, multi-lingual family, etc ■ (Orlando) Priority #3 - is the meaning clear enough that we are thoughtfully recommending the prioritization of equity and excellence? <ul style="list-style-type: none"> ● (Various) Are there already documented phrases that capture this, such as SBAC tiers? <ul style="list-style-type: none"> ○ "Novice, Developing, Proficient, Advanced" ● Do the supported actions support the academic portion of the recommendation 	

Time	Who	Topic	<ul style="list-style-type: none"> • Ne ★ De
		<ul style="list-style-type: none"> ○ (All) Strengthen funding for honors and AP courses for all high schools ○ Consider restoring honors classes for middle school (and earlier?) <ul style="list-style-type: none"> ■ (Josephine) Re-look at why honors/tracking was stopped - it was very controversial ■ How can the selection process for Honors/AP classes be done that supports more equitable experiences, rather than only be based on merit alone? ■ (Kimberly) How can we raise the floor while also raise the ceiling? ○ (Linda) How about, "Ensure tiered support for all levels of learners" (paraphrased) ● (Gerald) Does the District have data about why students/parents are choosing to leave SFUSD? <ul style="list-style-type: none"> ○ Anecdotal data is not enough ○ (Christina) Has been requested before; not certain what is available? ● (Gerald) The issue of tracking is a longstanding debate in educational literature - how can we help students 	

Time	Who	Topic	<ul style="list-style-type: none"> • Ne ★ De
		<p>who are high-performing not be impeded in the classroom?</p> <ul style="list-style-type: none"> ○ (Christina) Shall we bring in District curriculum design staff to help share about their data and expertise? ○ (Josephine) Shares about current support and scaffolding support for students of various levels ○ (Vid) It sometimes is more about the teacher delivery, rather than the curriculum; it helps to support kids to learn at the their speed <ul style="list-style-type: none"> ■ (Josephine) Suggests we keep moving forward and to confirm our priorities and the Keep/Stop/Start <ul style="list-style-type: none"> ● (David) Should we re-order our three priorities? ● (Vid) Are the three priorities the right three priorities? <ul style="list-style-type: none"> ○ (VOTE) Motion to Vote on whether these are the right three priorities <ul style="list-style-type: none"> ■ Motion: Vid, Gerald ■ Vote: All in support ■ (Vid) Is the rationale appropriate for each of the three priorities? <ul style="list-style-type: none"> ● (#1) 	

Time	Who	Topic	<ul style="list-style-type: none"> • Ne ★ De
		<ul style="list-style-type: none"> ○ Christina re-added Filipino (Tagalog), Vietnamese ○ (David) Suggests "District enrollment" instead of "School enrollment" ● (#2) <ul style="list-style-type: none"> ○ (Josephine) Add "credentialed" to qualify "teachers with bilingual authorization" ○ (Linda) Is it necessary to state that "there is currently no plan"? <ul style="list-style-type: none"> ■ Christina removed this second portion ○ (All) Suggests rewording to focus efforts on Asian languages <ul style="list-style-type: none"> ■ "Credentialed teachers with bilingual authorization in Asian languages" ● (#3) <ul style="list-style-type: none"> ○ (Christina) (Re-reads with updated text for more general demographic categories) ○ (David) Change title to be "Provide Tiered Classroom Supports for Asian Students" <ul style="list-style-type: none"> ■ (Orlando) Is the "Desired for Asian Students" appropriate wording, given the District and City climate? 	

Time	Who	Topic	<ul style="list-style-type: none"> • Ne ★ De
		<ul style="list-style-type: none"> • (Discussion) <ul style="list-style-type: none"> ■ (Josephine) Review of Rationale statements <ul style="list-style-type: none"> • (#1) <ul style="list-style-type: none"> ○ (No comments) • (#2) <ul style="list-style-type: none"> ○ (Shurrin) Shall we generalize this beyond just "Asian" language <ul style="list-style-type: none"> ■ (Vid) At the LCAP level, the specific demographic will be generalized if the priority is selected to be representative of the overall LCAP plan • (#3) <ul style="list-style-type: none"> ○ (Christina re-reads the Recommendation) ○ "Implement" ⇒ "Provide" ○ What is missing? What should be added? <ul style="list-style-type: none"> ■ (Orlando) How about adding to priority #3 <ul style="list-style-type: none"> • Do a formal study to have quantitative data re: why parents are pulling students out of SFUSD. • Formalize support for high-performing students, more than just self-learning. • Support professional development for teachers to help them have more tools and techniques on effective curriculum delivery for varied levels of learners in the same classroom 	

Time	Who	Topic	<ul style="list-style-type: none"> • Ne ★ De
		<ul style="list-style-type: none"> ○ (Selena) How about drop-in hours? (For all levels) ○ (Shurrin) Have advanced students help/coach/mentor/teach struggling students ○ (Josephine) Differentiation in middle school to allow higher-performing students to have different class options ● (Pause for Budget update - 11 minutes) ● (Resuming LCAP Recommendations discussion) <ul style="list-style-type: none"> ○ Review of Suggested Actions <ul style="list-style-type: none"> ■ (#1) <ul style="list-style-type: none"> ● (Linda) Perhaps less is more, since we/LCAP can add more later ● (Josephine) Suggested action in #1 may be similar to another recommendation or suggested action? (Withdrawn) ● (All) Remove Bullet Point #3 (tiered supports) ● (Josephine) Suggests adding one action relating to sustainability and how to potentially add/remove language programs based on data (ie demand, demographics, etc) ■ (#2) <ul style="list-style-type: none"> ● (Linda) Remove reference to Cantonese/Mandarin in first bullet point ● (Margaret - public) Remove "local" to expand possibilities to recruit teaching 	

Time	Who	Topic	<ul style="list-style-type: none"> Ne ★ De
		<p>talent from outside of the local demographic; suggests adding USF ⇒ collaborate with universities, such as...</p> <ul style="list-style-type: none"> ○ (Discussion about looking abroad; thoughts about costs and challenges in the public setting in supporting work visas) <p>■ (#3)</p> <ul style="list-style-type: none"> ● (Review of current suggested actions and Orlando's paraphrase of previous discussion) ● (Linda) Will there be sensitivity to the wording of "high-performing students?" ● (Gerald) Is there data from the recent Panorama survey about whether students feel challenged? ● (Shurrin) Does bullet point #1 reflect SFUSD terminology? (All - yes) ● (Christina) Readout of modified bullet point #2 ● Approve recommendations <ul style="list-style-type: none"> ○ make a motion - approve the AsianPAC recommendations to LCAP with rationale, recommendations, and suggested actions, with the caveat that there will be further discussions on the suggested actions ○ a second - Josephine ○ all in favor? - All ○ all against? - None 	
40	Christina	<p>Budget Update 預算更新</p> <ul style="list-style-type: none"> ● 3rd Interim Financial Report 	<ul style="list-style-type: none"> Ne ★ De

Time	Who	Topic	<ul style="list-style-type: none"> ● Ne ★ De
		<ul style="list-style-type: none"> ● Board of Education, SFUSD, and State Superintendent Collaborate to Staff SFUSD Schools Amid Fiscal Recovery ● SFUSD Reaches Key District Stabilization Milestone <p>(Christina shares updates)</p> <ul style="list-style-type: none"> ● SFUSD needs to find \$10M more in reductions ● Superintendent was able to negotiate a deal with the State Superintendent to unfreeze the ability to hire and the decision to rescind layoff notices: <ul style="list-style-type: none"> ○ (0 - no teachers received layoff notices) ○ 34 - layoff notices for counselors rescinded ○ 117 - layoff notices for paraeducators rescinded ○ 77 - ability to hire this many more new teachers ● The 375 SERP retirements really helped the budget situation ● LCAP, PEEF first reading on June 7 - introduce the plan to the public <ul style="list-style-type: none"> ○ June 17 - LCAP will make a presentation to the advisory committee <ul style="list-style-type: none"> ■ Josephine will represent Asian PAC ● June 24 - final (FINAL) decision about the budget ● (General discussion about SFUSD teacher retention, performance) 	
15	Christina	<p>Closing Moves:</p> <ul style="list-style-type: none"> ● Process Check: Did we achieve our meeting norms? ● Next Meeting: June 4, 2025 (cancelled due to graduations and vacations) ● Topics for next meeting: in September <ul style="list-style-type: none"> ○ (Josephine's last meeting - invited to be honorary member in September) ○ first year in review ○ planning for 25-26 <ul style="list-style-type: none"> ■ Discussion of PAC transitions/onboarding 	<ul style="list-style-type: none"> ● Ne ★ De
5	Christina	Adjournment of Meeting 休會	End time:

Template

Date: Tuesday, May 20, 2025, 6 pm - 8 pm [[Meeting Notice on Asian PAC](#)]

Participants: **David Chan, Kimberly Chikei Cheong, Selena Chu, Linda Ho, Gerald Hsu, Orlando Leon, S Josephine Zhao, Shurrin Zeng** [X attendees in BOLD]

Location: Library, Ulloa Elementary School and Zoom

Staff: **Christina Wong, Suvid Tubtimcharoon**

Public:

Facilitator(s): Shurrin | Timekeeper: Josephine | Notetaker: Orlando | Process Checker: ALL

Meeting Norms 會議規範:

- Keep equity and excellence at the center for students and adults
- Honor all voices; step up/step back to make space for other perspectives
- Assume best intentions

Goals 目標:

- Continue to develop Asian PAC recommendations for District's Local Control and Accountability Plan
- Share and discuss budget updates

Time	Who	Topic	<input type="checkbox"/> New ★ De
5	Shurrin	<p>Opening Moves</p> <p>Welcome and Introductions 歡迎和介紹</p> <p>Review Meeting Norms (see above)</p> <p>Roles:</p> <p><input type="checkbox"/> Facilitator: Shurrin</p> <p><input type="checkbox"/> Timekeeper: _____</p> <p><input type="checkbox"/> Notetaker: Gerald</p> <p><input type="checkbox"/> Process Checker: ALL</p>	<p>★ Sta</p> <p>—</p>

Time	Who	Topic	<input type="checkbox"/> New ★ Done
5	Shurrin	Public Comments 公眾評論 (move item as needed)	★ New ★ Done
10	Shurrin	Review of Meeting Minutes 會議記錄回顧 <input type="checkbox"/> Are there any amendments? <input type="checkbox"/> Approval of the minutes <input type="checkbox"/> make a motion - <input type="checkbox"/> a second - <input type="checkbox"/> all in favor? - <input type="checkbox"/> all against? -	★ New ★ Done
		TOPIC HEADING BEING DISCUSSED <ul style="list-style-type: none"> • (What is being discussed?) • (Any guiding citations or link?) 	<input type="checkbox"/> New ★ Done
			<input type="checkbox"/> New ★ Done
			<input type="checkbox"/> New ★ Done
			<input type="checkbox"/> New ★ Done