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**Local Control Accountability Plan (LCAP)
Superintendent's Advisory**

East Conference Room, District Office
526 B Street

Wednesday, May 13, 2015
6:00 – 8:00 pm

Welcome and Introductions

Review of Goal for the Evening Associate Superintendent Clark Bryant reviewed packet contents, agenda and upcoming processes for advisory. Student Interview results were pointed out, as well as unduplicated and English Learner Acquisition count charts at the end of the packet. Group would have a brief conversation about equity at the end of the evening if time allowed.

Comments/Questions:

- A participant commented about a conversation with an EL parent who perceived that the decision was made to take all money from English Learners and give it to counselors. She inquired about how money was divided. It was clarified that supplemental funding is targeted to meet the needs of those types of students in particular. Clark addressed that there is site discretion involved as well as other factors of impact.
- Unduplicated numbers came up at our staff meeting, and the concern was raised that a student may fall into multiple categories, and then be treated differently, etc. Clark pointed out that this will be part of the equity conversation.
 - a. Hear an update on student interviews from Davis Senior High School and Holmes: When looking at surveys, and there are additional asterisks, that indicates it came up in multiple groups. The ones with more asterisks really indicate a trend. Homework and budgeting time, engaging with teachers outside of class one on one, and rule enforcement equity on campuses were prevalent issues.
 - Q: Any trends at Harper? A: Not dramatic differences, but it was said that Harper was a very inclusive place for LGBT students
 - Q: Did you have a sense that they did not understand homework so it took longer, or that it was too much homework? A: I think that it

was generally the overall amount of homework with extracurricular, social. Students were willing to trade off some things (like attend more days of school if they didn't have homework, etc).

b. Information on "Needs": Instructions were given to take a look at district needs and consider big picture of all things considered, studied and discussed to this point. Take a close look at which needs are essential, beneficial, or not needed now. Participants asked for clarification about math coaches, AVID, and mental health interns. Concern was raised that mental health interns may take the place of getting needed counselors. Clark gave further explanation in particular areas. Discussion arose around the CTE program (number of kids, current coordinator, etc). Long discussion followed around instructional computer technicians at elementary sites. The question was posed that it may be more operational rather than support to students, but many chimed in on how this position would directly support students. How do the monies listed here tie into the budget overall... what is additional and what is supplemental, etc. There is confusion about the budget pieces, and how money can be moved, etc. Clark asked that the group remain focused on services to students. Budgets are the next consideration. This is the increase focus on program support for student success, and where should the focus be. We are still waiting on additional funding information from the May Revise, but don't have those numbers yet. We are not able to give a clear dollar amount at this time. So focus on priorities of services to students.

c. Review and finalize priorities:

3. Review community feedback and identify trends:

a. In small groups, review proposals and priorities: Groups were asked to discuss priorities and be prepared to report out on their consensus priorities

b. Prepare a summary to submit and report back to the large group which priorities are essentials, beneficial or not necessary at this time:

1.) Group 1:

a.) Essential: Math Paras, EL Spec Support, Reading Support, M.H. Interns, Math Instructional Coaches, Increased Site Budgets, Chromebooks

b.) Beneficial: Foster Support, AVID, Instructional Computer Techs, CTE, Elementary Counselors, Climate Coordinator, ESL Parent Classes

2.) Group 2:

a.) Essential: Increased Site Budgets, EL Specialist Support, Foster Support, Add'l Support for , CTE, Climate Coordinator, Chromebooks, Elementary Counselors, School Nurses, Instructional Computer Techs

b.) Beneficial: M.H. Interns, AVID, Add'l Support for highly enrolled elementary schools

3.) Group 3:

a.) Essential: CTE, Elementary Counselors, EL Specialist Support, Instructional Coaches, Increased Site Budgets, 4th Grade Lit Support, Chromebooks

b.) Beneficial: AVID, School Nurses

4.) Group 4:

a.) Essential: CTE, Elementary Counselors, Instructional Coaches, Chromebooks, M.H. Intern, AVID, Comp Techs, Climate Coordinator, EL Support, EL Class for Parents, PLUS Translators, Junior High Counselors

b.) Beneficial: After School Program, Playground Coordinators, Increased Site Budget, Music