

**District Advisory Committee Meeting Minutes**  
**Feb 04, 2015 4:30-6:00**  
**Room 312 District Office**

1. Introductions
2. Meeting Schedule: The next meeting has been scheduled for **Monday March 09, 4:00-5:30 @ Harbor High's library.**
3. Role of the DAC Representative:
  - a. We represent many groups: teachers, classified folks, parents. We want the viewpoints of all groups involved as well as the information discussed at these meetings to be brought back to the group that you represent.
  - b. The official function of this group is to advise the school board about the LCAP (Local Control & Accountability Plan). There are other groups that will also advise the board: the Migrant Parents group (PAC), school administrators, and the English Learners group (DELAC). Foster Youth Services Local Advisory Board will also be consulted.
4. The Local Control Funding Formula (LCFF):

School finance background: Two ways that schools get \$\$

  - i. Average daily attendance (ADA). The amount varies from state to state and district to district. California has a low per pupil spending compared to most states. Also Santa Cruz is two different districts, our secondary and our elementary are separated...this is very rare. The secondary district is an ADA district. The secondary takes many elementary districts..not just Santa Cruz, but also Live Oak, Soquel, Davenport, Happy Valley, Mountain, and Bonny Doon.
  - ii. Elementary district is a Basic Aid district (not ADA). Santa Cruz property taxes are high and thus we get a bit more in the Elementary schools because of that.
    - a. The Great Recession
      - . \$25 billion was cut out of California Public schools. The state dealt with this in three ways:
        1. Deferrals: We owe you \$ but we will pay you later
        2. Deficit factor: Schools were paid only 79% of the money they were told they deserved.
        3. Declining allocations (cuts)
  - i. Districts could not function under this system. So the state allowed categorical funds (funds allocated to specific things: some are federal and some are state) to be put into the general fund. This kept some districts from going into bankruptcy although some still did.
  - ii. Basic Aid districts were still doing ok because they were not as impacted under this system. So a 9% "fair share" cut was instituted to these districts.
  - iii. Categorical programs were making the system overly complex AND many of them had been folded into the general fund anyway so Jerry Brown decided that the system needed an overhaul for simplicity's sake. But because so many of those categorical funds were allotted for struggling students the new formula tries to make sure to take special note of those categories of students.
    - b. The LCFF is not new money
      - . LCFF has replaced categoricals (mostly tier 3). Our district got 29 of these categoricals that are now gone

- i. There are still some categoricals that exist independently: After School Education and Safety, Ag and Vocational Ed, Assessments, Child Nutrition, Partnership Academies, and Special Education
- c. Three parts to LCFF:
  - . LCFF Base (General Fund)
    - 1. Basic district functions like staff, facilities, and bills
- i. LCFF Supplemental
  - 1. Increase or improve services for:
    - a. English Learners
    - b. Foster Youth
    - c. Low income kids
    - d. This is why schools with a larger percentage of these groups (Title 1 schools) gets a higher percentage of this funding.
    - e. Title 1 schools here are: Harbor, Mission Hill, B40, Bayview, Gault and DL and Monarch.
  - ii. LCFF Concentration: To better meet the needs of high % targeted groups but SCCS does not receive this funding. Live Oak and Pajaro do: "Places with concentrated need get concentrated funding".
  - iii. 8 State Priorities for Supplemental LCFF Funds. We need goals for:
    - 1. Conditions for Learning
      - . Basic: credentialed teachers, facilities, and instructional materials. This comes back to the Williams lawsuit. Districts are required to provide these basics by law under the Williams ruling.
      - a. Common Core State Standards: Funding for training and implementing the standards
      - b. Course Access: We need to provide a broad course of study. Not just English and math as was the trend under NCLB
    - 2. Pupil outcomes
      - . Prove that kids are achieving: (SBAC (new common core test) RFEP (English learning) AP (Advanced Placement tests) CAHSEE (High School Exit Exam) API (Every school site gets this score).
      - a. Other pupil outcomes (local measures)
    - 3. Engagement
      - . Parental involvement
      - a. Pupil engagement (Attendance, dropout and graduation)
      - b. School Climate (creating safe learning climates)
    - 4. Our LCAP (our plan) needs to address all of these areas.
  - iv. Subgroups tracked in the Local Control Accountability Plan (LCAP)
    - 1. Racial/ethnic subgroups
    - 2. SES (economically disadvantaged, or low income)
    - 3. English learners
    - 4. Students with disabilities
    - 5. Foster youth
    - 6. We need to address all of these groups in the eight areas in **section iv** above for the federal system but the state categorical funding is linked only to the SES, EL and foster youth categories.

7. LCAP is only for formerly categorical funds -- not for the General Fund whose use is broader.
- v. General Observations:
1. There are kids who are members of more than one of those three groups, but for funding purposes they are only counted once. We need to track them in any case.
  2. Getting data for all of the schools will give us the ability to have a more transparent discussion about funding.
  3. We need to think on a district level, true, but we also need to represent our specific group so it's ok to not want our school site to be marginalized.
  4. A district LCAP exists already and now we are in year 2. Our group was created to provide both transparency and also a group of stakeholders who can provide real input.
- vi. LCAP Revision Based on Student Needs: What are we going to do this year?
1. Goals were written last year by the district LCAP group (We have an approved 2014-15 LCAP)
  2. We need to look to see how we are doing this year toward these goals in terms of our three key groups. Then review data and expenditures toward last years goals.
  3. What should we do now?
- . Determine new goals or continue to adjust existing ones
  - . Review LCFF Supplementary budgets and set targets we can realistically meet
4. What is realistic?
  5. What do we recommend?
- . We are going to draft a LCAP for school board approval
  - a. We will then submit our LCAP to the County Office of Education
- vii. So basically creating an LCAP is a continuous cycle that must be renewed every year.
1. Approve: updated LCAP
  2. Implement: services and actions
  3. Needs: assessment: progress toward goals
  4. Resources: budget, staff and materials
  5. Revise: goals and markers
- viii. Stakeholders:
1. We, the DAC, are only meeting to talk about the supplemental funding that is tied to the above mentioned groups The District Budget Advisory Committee is who tackles the allotment of the General Fund
- . We are parents, staff and unions
  - . District English Learner Advisory Committee (DELAC)
  - a. Migrant Parent Advisory Committee (PAC)
  - b. Foster Youth Services Advisory Board
  - c. Other interested parties:

- i. There will also be student representatives encouraged to participate
- ii. Leadership