

DELAC/DAC Meeting

June 5, 2018 – 2:00 PM

Agenda

- I. Welcome
- II. Title I Parent Involvement Policy
- III. Consolidated Application Review
- IV. LCAP Review
- V. Questions/Discussion
- VI. Adjourn

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

- a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

DAC/DELAC Meeting Minutes

06/05/18

The meeting was called to order at 2:00 PM in the Escalon Unified School District Curriculum Office. Present were Joel Johannsen, Nelia Teles, Amy Trimble, Justina Percy and, and Julianna Meza. Mr. Johannsen reviewed the meeting agenda and then presented an overview of the district's Title I parent participation policy. The Consolidated Application was then reviewed and Mr. Johannsen explained how free and reduced lunch counts (SES) across 3 grade spans (K-5, 6-8, and 9-12) are used to determine the district's Title I funding and allocation of these monies to district's elementary schools. Mr. Johannsen then discussed how all Title I schools are all Schoolwide Title I schools and how that designation impacts site expenditures.

Next, Mr. Johannsen began the review of the district's LCAPs. He began by explaining the development process of the LCAP and the requirement that it be reviewed by the district DAC/DELAC prior to going forward for board review and approval. Mr. Johannsen explained that the current LCAP is year 2 of a 3 year plan and that after reviewing all the collected data and feedback, it was determined that no revision of action/services was needed. Mr. Johannsen then added that while the action/service language remained unchanged the district did identify key areas of focus that were to be addressed within each action/service statement.

The formal LCAP review began with a discussion of the *Annual Update* from the 2018-19 LCAP, after which Mr. Johannsen reviewed the *Plan Summary* and *Review of Performance* sections including *Greatest Progress*, *Greatest Needs Performance Gaps* and *Increased or Improved Service* LCAP. Mr. Johannsen then reviewed the *Stakeholder Involvement* section, followed by a review of the district's 3 LCAP goals and respective actions/services and related expenditure. As part of this review Mr. Johannsen presented the key focus areas identified by the district within each goal's action/service and their linkage to the data review results and feedback generated through the LCAP development process. Mr. Johannsen then reviewed the section addressing *Increased or Improved services for Unduplicated Students* including, how unduplicated counts are determined, the amount of supplemental funds allocated within each action/service and description of how these funds would be used to best meet the needs of our unduplicated students.

Mr. Johannsen began the review of LCAP budget, as well as the overall district budget. He explained the various funding sources (e.g. state, local, etc.), including the difference between base, supplemental and concentration funds generated by LCFF. He further explained how LCFF and other district monies would be allocated to address key issues raised through LCAP development process. Mr. Johannsen shared that the LCFF would be fully funded this year, but due the statutory increases in PERS and STRS, decreases in Special Ed funding and other increased costs, the district's overall funding expected funding for the 2018-19 school year would be relatively flat. He added the flat funding limits the district's ability to fully consider the range of needs identified in the development process and that being the case the district had to be strategic and effective in how these funds are allocated. He then reviewed the ongoing need to properly account for supplemental fund expenditures to ensure the district maintains the correct proportionality between base and supplemental funding.

The committee shared their overall satisfaction and commented favorably on the progress made during the 2017-18 LCAP and the proposed key focus areas found in the 2018-19 LCAP. During the LCAP review the committee had only a few questions which were more for clarification purposes than then substantive. There were two areas where the committee had questions requiring a response.

Regarding the review of the *Annual Update* for Action/Service 2.4, dealing with extended learning opportunities before and after school. The question the committee had was why the funding allocation was so underutilized.

Answer: This issue is a contractual issue because a teacher's contract is specific to the actual instructional day. Provision of before or after school tutoring is based on a staff member's willingness to provide extra services at the negotiated hourly contract rate. While it is preferential to have site based teachers provide these support services, the Leadership team will be exploring additional possibilities should these funds continue to be underutilized.

Regarding the review of the *Annual Update* for Action/Service 2.5, dealing with the progress of implementation of PBIS at the two pilot sites. The question the committee had was why Dent was farther along with implementation of PBIS than El Portal when they both began implementation at the same time. Especially, given the behavior issues at the middle school.

Answer: The PBIS implementation process is very organic and unique to the school's culture. In this sense it is important to do it right than to adhere to a specific timeline. Regardless, El Portal is aware of the need to finalize and fully implement PBIS during the next school year.