

District Advisory Committee (DAC)

October 17, 2019 Meeting

Location: District Board Room

School Teams Present	Bidwell, Jackson Heights, Metteer, and Vista teams were present along with additional district staff and union representatives.
Welcome, Introductions, and Group Norms	<p>The teams participated in a welcoming activity. This activity represents a social emotional signature practice for adult learning and establishes a connection to the work and group.</p> <p>The group norms were reviewed. The teams agreed to augment the norms and add "punctuality" as a norm.</p>
What is the Role of DAC?	<p>The purpose of the DAC was shared. The DAC serves in an advisory capacity to the school district regarding the development of the Local Control and Accountability Plan (LCAP) and to serve as a communication link between the schools and communities, which constitute the school district.</p> <p>DAC is comprised of various stakeholders including parents, teachers, school staff, and administrators.</p>
LCFF and LCAP Work	<p>LCFF, LCAP and the evaluative rubrics were reviewed.</p> <p>LCFF (Local Control Funding Formula) is a funding formula based on providing more resources and equity for all students and greater flexibility to district to serve and respond to student needs. The three funding grants include: base, supplemental, and concentration. Supplemental and concentration grants are awarded based on the percentage of low income, English learner, and foster youth and for the purpose of increasing and improving services to students.</p> <p>The LCAP (Local Control Accountability Plan) is a 3 year plan adopted by districts which must include goals, actions and</p>

	<p>related expenditures, services to target major subgroups and must address the 8 state priorities.</p> <p>The evaluative rubrics used to monitor progress and the plan is the California Dashboard. Four components are based on state data and the other 6 components are local indicators reported by districts using self-reflective tools and narratives.</p> <p>The basis and purpose of all our work is student achievement using a process or cycle of continuous improvement.</p>
<p>Goal #1</p>	<p>The first LCAP goal mirrors the district and Board’s goal. Goal 1: Ensure all students will perform at or near grade level standard or higher as measured by assessments, particularly in reading and math, at the end of the school year. We recognize a number of exceptional needs students must be challenged and assisted to achieve at an individually determined appropriate level.</p> <p>The indicators for the goal include:</p> <ul style="list-style-type: none"> • By 3rd grade, all students will have grade level proficiency in foundational reading and math skills. • By the end of 8th grade, all students will possess the prerequisite skills necessary for academic success in high school. • All students will engage in classroom learning activities, integrating STEAM (Science, Technology, Engineering, Art and Mathematics) while developing critical thinking and problem solving skills. <p>The participants then predicted student achievement scores for our students based on CAASPP and end of year achievement in ELA and math. The actual scores were shared with the teams revealing alignment from primary through 8th grade of a trend of achievement, which has been consistent. Our achievement scores: Grades 3-8 ELA: 40% proficient and math 35% proficient, end year 3rd grade as measured by district assessments in ELA=41% and math 32%, end year 8th grade as measured by</p>

	<p>district assessments in ELA=44% and math 34%, and end year 1st grade as measured by district assessments in ELA=44% and math 31%.</p> <p>Next we learned about evidence based practices and where others have demonstrated success and achieved results. This work include watching a clip on 90/90/90 schools. Then teams read articles on best first instruction and 90/90/90 schools including accountability to learn more about practices that yield results for all students. 90/90/90 represents schools with 90% of students who are socio-economically disadvantaged, 90% of students who are minorities and 90% of students achieving proficiency. Teams shared highlights from the various articles read.</p> <p>A discussion followed the team presentations. The teams were optimistic of the possibility to replicate this work for our students.</p>
<p>Closing – Communication Plan</p>	<p>The group discussed how to communicate the meeting content to others including staff and parents. The meeting closed with an “optimistic closing” CASEL signature practice.</p>
<p>Next meeting</p>	<p>February 6, 2020</p>