



LCAP STAKEHOLDER TASKFORCE MEETING
February 27, 2019
Summary Notes

ATTENDANCE:

Community Members: Katie O'Donnell, Rebecca Alexis, Mary Kate Kenney, George Pegelow, Jo James, Stacey Laumann, Alejandra Argueta, LaTonya McGowan Sumner, Leydis Mata, Jennifer Myers, Justin Wells

CSO Staff: Mayra Perez, Christina Perez, Kevin Kerr, Mike Gardner, Tyler Graff, Kathia Herschkorn, Theresa Allyn

Board Members: Linda M. Jackson, Maika Llorens Gulati

OPENING

Deputy Superintendent Dr. Mayra Perez welcomed the group. After introductions, she reviewed meeting objectives, the LCAP process and the role of the Parent Advisory Committee. This year's planning will prepare for broader engagement for next year. She reviewed equality versus equity – making sure all students get what they need to succeed; supplemental funds to provide support for target groups of students – English learners, socio-economically disadvantaged, special education, homeless and foster youth; LCFF is fully funded now; and the LCAP is focused on the supplemental funds that are left after basic expenditures.

SRCS LCAP Timeline and Process

Director of Communications Christina Perrino reviewed the cyclical process of the LCAP. Currently, we are planning for "Year 3" of the three-year LCAP. She shared that we are planning for next year by collecting data, refining resources, and looking at the Governor's budget to align funding. MCOE feedback has been that the District LCAP is a solid plan, and they advise us to focus on implementation and only make minimal changes to "Year 3" as necessary. Ms. Perrino also emphasized that next year will be the start of a new three-year plan and will be an opportunity for the greater community to be fully engaged in the planning.

Questions/Comments:

- How does MCOE measure a plan? MCOE has measurable objectives they use to evaluate that we are spending funds on students who need it; accountability. The district has to show data, progress, and budget expenditures. Financial auditors also verify a sampling of the LCAP and expenditures in the audit process.
- The LCAP document is not easy to understand; supplemental dollars? The District LCAP follows a required template from the State. There is rumor that the State will be changing the template next year. The LCAP does not encompass everything in the budget, but "big ticket" items and supplemental and concentration funds are included. When planning for the next LCAP, we can look at ways to create other versions of documents that are more user-friendly.

Director of Secondary Education Kevin Kerr noted that in addition to conversation here, these discussions are also happening around the district in different venues. He noted California districts are in the first iteration of the LCAP and this has actually been a five-year process. Last year, he and Stephanie Kloos, Director of Elementary Education, moved around items in the LCAP to where they felt they needed to be, but MCOE provided feedback that the changes were not allowed. They ultimately allowed the district to go with the changes, but only after providing a very detailed explanation of where the changes had been made. Ms. Perrino noted this as an example of how the district needs to be thoughtful of what can be done this year.

Review Our LCAP Goals and Major Initiatives

Mr. Kerr led an exercise for review of goals, looking at an abbreviated list of action items, followed by group reflection on “noticings” and “wonderings” to get everyone into an understanding of what each goal is about, and the action items for that goal.

GOAL 1 – Student Learning:

Mr. Kerr reviewed a list of highlights of action items and asked the group to do a brief writing exercise about what comes to mind when they see the action items – noticings and wonderings.

Share out of comments/noticings:

- Credit recovery and adult education program – taking the whole family into consideration when setting goals.
- How are these leading to the goal? This is the laundry list of items without any action to it.
- Says nothing about class size.
- State still too involved in curriculum selection.
- As written, it is hard to distinguish between what is already in place and what is shifting to meet the larger goals; what represents new initiatives?
- Some done at the HSD level – parent and administration driven, but don’t know what the other schools are doing.
- Are “E-portfolios” a new program or one that needs to be completed?
- Noticing no enrichment to keep students engaged in learning.

Share out of comments/wonderings:

- Is there a real state-wide evaluation of how this is all working?
- Don’t know what half of these are – why is everything so vague?
- Is there is state required curriculum? Shouldn’t that already be happening? What is the expectation for partnerships? What does it mean to have a partnership in student learning?
- How do any of these reference a specific goal for a student?
- College of Marin and community partnerships - how does that fit with ESD?
- Like seeing the 4 C’s. Are the 4 C’s in service of mastering Common Core standards or is Common Core a subset? What is in service of what? Assistant Director Tyler Graff explained staff are working with SRTA instructional coaches and teachers through a selection of new SS and science curriculum; talking about 4 C’s; conversation may lead to high quality outcomes for kids.
- A lot of these make sense to HSD.
- Did the State ask what you think, or do they just tell you what to do?
- How do electives for MS will come into play here?
- LCAP process should be called a district plan; the problem is there is lot in the plans. There are some strategic initiatives that should be the focus for next year; E-portfolios are now being looked at for all high school students; they are identified in the LCAP where there is more explanation and rationale.
- What is good about the short list? The list focuses on what rose to the top for this goal.

- There are no students in the room.

There was follow-up conversation in ESD and HSD groups with staff to answer questions that came up after reviewing the actions.

There were brief reviews of Goal 2 for professional development; Goal 3 which is the operational nuts and bolts of the district, which will likely go away as an LCAP goal next year; and Goal 4 –Community Engagement. The group used the noticings and wonderings exercise for Goal 5, which, like Goal 1 is more substantive. Share out was done in ESD/HSD breakout groups.

PLANNING FOR NEXT YEAR:

Ms. Perrino asked for ideas and recommendations about how we engage the greater SRCS community next year as we build a new three-year plan. It will be important to keep the targeted groups of students in mind. Dr. Perez shared an observation of the group this evening, noting it will be important moving forward to increase the participation of families of the children who we need to serve to close the achievement gap. What do we need to do differently to make that happen?

Comments:

- To reach the community we need to reach, we need to go to each site and do something like this meeting; grassroots outreach – each site should be responsible for saying ‘this is your place;’ principals need to engage parents.
- When recruiting for site councils, etc., encourage personal invitations from each parent to bring a buddy to get a more diverse group in the room.
- This group does not typically think they have a voice – such as at PTO meetings.
- Recruit incoming parents from Miller Creek; have a Miller Creek representative.
- Good to start this now with this plan even though it will be obsolete. Who is going to read this big document?
- Figure out a way to distill this document down; what is the strategic plan for the District? Other districts have a separate, more concise, easier to digest strategic plan in addition to the LCAP. Each site should receive that and meet about it with parents and teachers.
- There is confusion in the community about the budget. What is the general budget? LCAP? How do they work together? Don’t always have the budget meetings separate from the LCAP meetings; bring these groups together because they impact each other.
- Communication to parents - most of the parents of targeted families don’t have email. How will they know they should be part of this? Equity and inclusion meetings at sites to bring in other families; find those people to talk one-on-one to get recruitment.
- To serve the targeted community is difficult because most of the parents have multiple jobs and don’t have time to come to these meetings. They are clueless about the education system. Educate parents in a very simple way in their language. Have more meetings by site in Spanish; it would be different outcome. Dr. Perez noted she has been in communication with PSP leaders about meeting with those parents and do workshops to break down information about the education system and LCAP.
- Do the distillation of goals now and have great conversations – boring meetings will not be engaging.

Ms. Perrino thanked all for their participation, noting the conversations this evening will impact the LCAP process.

The meeting ended at 8:10 PM.

