

PAC MEETING 10/20/2016

Welcome and Introductions

- Candy icebreaker led by Tasha.

Public Comment

- Mimi discussed district employees' ability to speak at meetings.
- Lina discussed Superintendent's ability to choose four members for PAC.
- Pat overviewed the policy, policy dates and information.

Overview : LCAP Goals (Pat)

- Pat: Proposition 30-LCFF (general funding)
- Pat: Unduplicated students
- Pat: LCFF supplemental funds

-Heidi: Question on unduplicated students and funding.

-Pat: There were no state funds labeled in that way. EIA and SIP were old methods of funding that didn't require as much oversight as LCAP has, requires Prop 30 community input . PAC & EAC

- Maya: How long is Prop 30 funding available?

-Pat: In 2018/2019 funds will begin to decline. Annually any money that is left over has been put in a reserve, so when money decreases there will still be some money left over.

- Ann: What role does the committee play with LCAP decisions or is the process of decision on the school board.

-Pat: Advisory, LCAP staff bring the plan and explains it and its outcomes, PAC does comment in the Spring to the Superintendent. PAC gives feedback.

-Ann: In the past how aligned have the recommendations of the PAC been with decisions?

-Pat: It has been mixed, final decision makers are the board, process of approval of plans, "models of practice", LCAP broken down by three years.

-Mimi: Impact of PAC on programs, issues PAC has, actually do end up getting attention example RTI, impact is more when it deals with how the programs evolve versus which programs.

-Heidi: Is there a limit to who can access each service?

-Pat: Even students that are non unduplicated are served. School sites will look at student data at checkpoints every 6 weeks for K-8, not high school, for English Language Arts, Math, Attendance and behavior.

-Heidi: No mandated ratio?

-Pat: No

-Ann: Is the data only from unduplicated students?

-Pat: No all subgroups

-Ann: Where does the data come from?

-Pat: Will share that later, there is so much data that PAC will receive.

-Michael: Is anyone tracking the transition of elementary to middle school and transition from certain schools and so on?

-Pat: Yes we are, 3rd, 5th, 8th and 9th grades are transitional points.

-Michael: Is it still keeping track of what elementary school they came from?

-Pat: Yes we have access to that. Will we share that publicly? Maybe at some point.

LCAP continued: Pat

- Pat Goal 1: describes goal 1
- Pat Goal 2: describes goal 2
- Pat Goal 3: describes goal 3
- Questions on LCAP: NONE

Tasha: Overview of purpose of committee

- Tasha: frequency of meetings, now - June, there may be subcommittees.

Tasha: Breakdown of meetings and LCAP plans

- Tasha and Mimi explain that it is to make recommendations, etc.

Tasha: Brown Act

- Description of Brown Act and how PAC is mandatory because of it.

Tasha: Robert's Rules of Order

- A motion has to be seconded and then everyone votes.
- Video on Robert's Rules of Order was shown.

Tasha: PAC members' rolls Ex. Co-chair, Sub-committees: RTI, Restorative practices, General

- Michelle will be the spokesperson for board meetings.

Tasha: PAC updates to board of directors

- Leadership role of presenting to school board

Mimi LCAP templates & RTI

- LCAP Template and what's in it, at the end of it is the annual update, evaluation data is not available, template of LCAP to help PAC to understand it, first draft,

RTI 20% of the funded program, who is being served , and basis for them to receive funds, resources what the program is paying for, RTI is hiring teachers, what “S” indicates, evaluation is a summary of the information given.

- 2016-2017 past years and current year budget data, multiple funding sources.
- Michael: Is RTI a new label for Special Ed?
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- Pat: There is still Special Ed, RTI is used to help prevent Special Ed.

-Deidre: It is helpful to go to SCG meetings, and check in with principals.

-Mimi: Go to SCG meetings and bring up LCAP and talk to principals.

-Laura: How does the LCAP money get to schools?

-Pat: Services and actions not allocations.

-Mimi: The template has broken down what school gets what.

-Laura: Why does King and Longfellow get the same amount?

-Pat: It's a range not a specific percentage.

-Mimi: Proportional staffing, percentage of need.

-Carly: Preschools, where is Preschool data?

-Pat: Preschools did well on the federal review, Preschools don't benefit from actions of LCAP, but they participate in professional development, and behavioral health services, Preschools needs to be brought in some way some how.

-Lina: The Preschool Principal wants more data as more information becomes available.

-Michael: What is the PAC role? Is it to advocate on behalf of parents, or are they relaying information?

-Mimi: Ultimately PAC can make comments, formal comments, this is one of the few committees that has input into programs, expressing concerns which has made actions happen. The idea of the document, data has been a hot issue.

-Deidre: The initial plan on family engagement, was because the first PAC group pushed for it, it was very parent driven. The sense of finding the best things and making sure each school has them.

- Pat: it's my job to go get the data or figure out and find things.

- Pat: Described how Berkeley chose the process for LCAP funding.

-Laura: How does the TK play into it?

-Pat: TK gets the benefits of RTI, EI, literacy specialist, treated just like K.

-Laura: Modifications of Mimi's documents?

-Ann : Is shocked at data.

-Tasha : HOMEWORK ask what's happening with RTI at your school site, ask principal, who the RTI staff is and what they do, NOV 17th next meeting!

LCAP documents

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Feedback

- Michael: I would like to learn more about how to influence LCAP.
- Deidre: Open discussions.
- Laura: Agrees with Deidre.
- Ann : With our data put it into context, compares to similar districts, 6 week data just for RTI

Questions

- Maya: Terms?
- Pat: Terms are 2 year terms , you can serve up to three 2 year terms. And alternatives

Adjourned at 8:04 pm