

**District Advisory Committee Meeting**  
**February 13, 2014**  
**District Office**

Meeting commenced at 9:21.

Attendees: Superintendent Bill Banning, Assistant Superintendent Elizabeth Devita, Miguel and Laura Pardo, Vicenta Ramirez, Areli Becerril, Martha Salazar, Rosa Marquez, Yeinica Garcia, Nicole Wilson, Ana Huynh, Thua Huynh, Laura Zizumbo, Leticia Delgado, Amy Marston, Maricarmen Ruiz, Elizabeth Lara, Olga Zemen, Olivia Carranza, Isela Valencia, Juan Peralta, DAC reps: Stephanie Denier, Cheryl Weakliem, Melissa Fitch, Tammy Johnsen, Yael Brennan, Heather Shea, Chris Messner, Jill Ronkainen, Michele Hay (UTGP rep), Yvonne DeGraw (School Board), Sue Bruns (Community Rep), Principals: Mary Post (Foothill), Mary Kahn (Isla Vista)

Bill Banning introduced the attendees and explained what DAC is and how a typical meeting usually runs. He communicated that all are welcome to attend DAC meetings.

Melissa Fitch made a motion to approve the minutes of the last meeting. Cheryl Weakliem seconded the motion. Minutes of the January 9, 2014 meeting were approved as presented.

**School Report—Mary Post, Principal of Foothill School**

Mary Post gave a brief overview of Foothill School demographics. She showed how a district area of focus—Number Talks—is being implemented in a second grade class at Foothill School. Number Talks is a strategy used as part of the new Common Core Curriculum. It is based on experiential learning, the teacher functions as facilitator, and its goal is to develop a deeper level of understanding and higher level thinking. Mary displayed a math quiz that second grade students took, where they had to show strategies and explain how they arrived at their answers to math problems. Mary ended her presentation with a Character Counts video about trustworthiness created by 5<sup>th</sup> grade students at Foothill School.

**LCAP Outreach—William Banning, GUSD Superintendent**

Bill began his presentation with the acknowledgement that there are big changes happening in public education. Public education is moving away from state control and towards more local control in regards to vision and funding.

Bill stated that he had two expectations for today's meeting: to introduce/review requirements for local accountability and how they link to GUSD's strategic intent, and to help set priorities for GUSD.

He explained the new funding under LCFF (local control funding formula) for GUSD. Prior to LCFF, we functioned under a revenue limit system. There was a large bucket of money coming primarily from local property taxes, with other state funds used to equalize education. There were also other little buckets of money, categorical funds that come from state and federal funding. GUSD is a Basic Aid District, which lets us do things like keep the average class size at 23(which is very expensive).

How does LCFF change funding? Now there is a bigger bucket comprised of a base grant from local property taxes, a supplemental grant for impoverished students (49% of students at GUSD live in poverty), foster youth, and English learners. More money is added to the top of this bucket if over 50% of students are considered at risk. Because of this bigger bucket of money, there are only a few little buckets of state categoricals and federal funds, like Title I and Targeted Instructional Grants (TIG). The goal of LCFF is to provide a fair versus equal education.

Cheryl Weakliem asked about fair share. Would the state take away categoricals when money is tight? Bill stated that GUSD funding is held harmless, so we will be getting the same amount of money as when we were under the revenue limit system.

Because of the switch to LCFF, there are requirements under the new law. The district needs an LCAP plan to show the state and the feds that even though GUSD has local control, the district will still attend to 8 areas of priorities: student achievement, student engagement, other student outcomes, parental involvement, course access, implementation of common core standards, basic services, and school climate.

Bill wanted us to look at these 8 areas of state priorities, and use this as a discussion tool for what the community wants. He clarified the difference between compliance, or doing what we're told, versus strategic intent, or doing what we believe is right. Bill wanted the committee to help link LCAP goals to GUSD's core values and beliefs.

Before we started this process of giving input, Bill identified what we already know about GUSD. There are 9 elementary schools with 3560 students (Pre-K through 6<sup>th</sup>). We've achieved exceptional growth, and have met or exceeded state targets. There are significant variations in demographics at each school with diverse student populations. Challenges involve low-income students, English learners, and students with special needs. There are achievements gaps among these subgroups. There is a robust program for professional development. The technology infrastructure is in need of expansion, and facilities need work. Funding, due to property taxes, has been more stable.

Bill also informed us that other people would be included in the development of the LCAP. Besides the DAC committee, Bill had met with school principals, students from all the elementary schools, the Goleta Valley Chamber of Commerce, and the Rotary Club. DELAC and the teacher's union would be included as well. Using our input from today, as well as the input from these other groups, Bill would have one month to write the plan along with the School Board. The plan would be presented to the public, and the public would be allowed to make comments at a board meeting. After all these steps had been fulfilled, the plan was to be adopted.

We spent the rest of the DAC meeting giving our input. Bill instructed us to imagine an ideal future for GUSD. He had us use sticky dots to identify which of the state priorities were most important to us as well. We only had a certain amount of dots to spend, but could put several dots in one area to identify its priority to us. After we did that, we were able to write down goals, either individually or in small groups, for any of the eight areas. Here again, we attached another set of sticky dots to prioritize those goals in order of importance. Once this process was accomplished, Bill would compile our information, present it to the board, and use it to develop the LCAP.

The meeting concluded at 11:30.

**Next meeting:**

Thursday, March 13, 2014  
Isla Vista School  
6875 El Colegio Road  
Goleta, CA 93117

Minutes submitted by Tammy Johnsen, Foothill School DAC Representative