

March 31, 2015 DLCAP Meeting Questions & Responses

Funding Questions

Do you have a process in place to determine funding?

Response: The District uses the calculator provided through FCMAT.ORG, which is a State funded fiscal management team. The calculator can be found on the FCMAT.ORG website. The worksheet FCMAT provides has a number of factors that have to be gathered in order to make the calculation. The staff at the district recalculates based upon new and or changed factors for each major financial report which includes the budget, first and second interim.

Is there a formula to dictate how you allocate the funding or to prioritize input and decisions?

Response: Formulas are used for school site level allocations and priority is given to sites with larger numbers of students identified as English language learner, free and reduced lunch, foster youth, for programs such as full day kindergarten.

What happens to the “left over” funding from the 14-15 LCAP, where funding was allocated but not all of it was spent? Does that money carry over? Should we be budgeting lower if we have come under on funding this year?

Response: Both revenues and expenses have changed during the first year of the LCAP, factors driving the revenue show that supplemental and concentration funding will be lower. Expenses have also changed, when projections are made in June we assumed certain averages and estimates, in some cases programs cost less to implement. The District will be allowing school sites to carry over funds that were allocated directly to them. Overall, the District expects to spend slightly more (with providing the site carry over) than what is calculated for the supplemental and concentration grants.

What exactly does \$561,321 fund for Full Service Community Schools?

Response: The funding amount covers the following actions and services:

- UC Davis Partnership for Full Service Community Schools Development and Training
- California Healthy Kids Survey
- Health Services Program at each comprehensive high school
- Dr. Tanita Dental Clinic located at Peres Elementary School

I'd like to know more detail about how much money was spent for psychologists S3 vs. SROs and campus safety (p.36 and p.15).

Response: The funding amount covers the following actions and services:

- S3 program = \$600,000
- Psychology Services = \$535,637 (this represents 4.5 out of the cost of the 40 FTE of Psychologists employed by the District/\$450,000 in Psychology Services is also paid out of Targeted & Whole School Intervention) So the LCAP is paying a total of \$980 thousand toward Psychology Services.

- School Resource Officers: Every secondary school site receives services from the local law enforcement agency in their region. The LCAP pays \$1.3 million which represents half of the overall cost.
- Campus Safety Staff members are deployed to every secondary school site – The LCAP provides for additional staffing for each school. The general fund picks up the estimated salary for one safety staff member and then 50% of all additional staff members, the LCAP then pays the remaining 50% of the additional staff. The LCAP cost is \$862,000.

I'm interested in more details related to P. 16 #9-Augment SPED Services provided to LI, EL, FY

Response: Funding will cover special education services for low income, English learners, and foster youth.

Actions and Services Questions

Why do you call it Accelerated Reader...should be called Renaissance Reading?

Response: The name of the company is Renaissance Learning (Ren Learn). Accelerated Reader (AR) is one of the programs provided by Ren Learn. STAR Reading, STAR Math and Early Literacy are other assessment and support tools provided by Ren Learn. This program will be referenced as Renaissance Learning (Ren Learn) from now on.

Please explain the Fab Lab details.

Response: Funded by a Chevron grant to the Fab Foundation, which emerged from the Massachusetts Institute of Technology's (MIT) Center for Bits & Atoms, our district is implementing a Fabrication Laboratory (aka "Fab Lab") at Kennedy High School, to serve the entire district K-12, as well as provide support for community entrepreneurship. A Fab Lab is a small-scale digital workshop equipped with computer-controlled tools, such as 3D printers, laser-cutters, routing machines, 3D scanners, 3D milling machines, and programming tools. In a Fab Lab, you can "make almost anything", or in other words, create different types of projects and products. Through our partnership with the Fab Foundation and MIT, our district is becoming the flagship location for Fab Lab implementation in a K-12 context.

The largest increase in funding is to DeAnza and Helms, is that part of the Full Service Community Schools Expansion?

Response: No, it is not part of Full Service Community Schools expansion. Instead, these monies will be used to create a "soft landing" for both schools who have done incredible work in improving teaching and learning and creating better outcomes for kids. But, two funding grants will be done at the end of 2014-15. We don't want these schools to lose their momentum for increasing student outcomes. This is also part of our agreement with the state around sustaining programs after the external funding and is gone.

What is the process the site follows to determine how site allocations is used? What is the role of the SSC in determining how funding is spent? Does the SSC have restrictions on how they can spend funding?

Response: Schools allocate their site allocations through their School Site Councils (SSCs). SSCs follow a six (6) step process to develop strategies to support student achievement and determine how site allocations are to be used.

- Step 1: The SSC members directly review the effectiveness of previous strategies by using formative and summative data or the SSC delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.
- Step 2: The SSC members directly coordinate and identify additional stakeholder groups, such as the English Learners Advisory Committee (ELAC) or Parent Club/PTA that they wish to include in the discussion and process of reviewing the effectiveness of previous strategies or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.
- Step 3: The SSC members, guided by their findings on Step 1 and Step 2, develop, reaffirm or revise their SMART Goals and respective measurable outcomes, or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.
- Step 4: The SSC members determine how much of their site allocations will be distributed to each of their approved SMART goals, or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.
- Step 5: The SSC members submit their Single Plan for Student Achievement (aka School Plan) to the WCCUSD Board for review and approval.
- Step 6. The SSC members monitor the implementation of the SMART goals throughout the year and may change content of goals or how much funding is allocated to each goal guided by their monitoring process, or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.

The SSC is restricted on how their site allocations can be spent. A general rule is that site funds should not be used to supplant for services, staffing, and materials that the district is responsible for (i.e. copy machines, office supplies, salary for personal required to staff the site).

There are technology programs that schools can use that track students usage and progress (math specific at high school level). Is this District looking at using programs like that to measure usage and effectiveness in achieving outcomes?

Response: The district uses Illuminate, an assessment data management online software system, to measure effectiveness in achieving our outcomes. Specifically, we administer mathematics benchmark assessments K-12 to monitor student progress towards achieving academic standards. Teachers then use Illuminate (the assessment software) in a data analysis process to collaboratively create instructional mitigations to help students improve their achievement. This process and technology is used in other subject areas as well.