I. Welcome and Introductions - 4:03 pm (Julie)

II. Agenda
   a. LCFF-LCAP Overview
   b. Mid-Year Update
   c. LCAP ThoughtExchange Results
   d. CUSD Data
   e. Advisory Committee Input/Ideas

III. The Big Picture
   a. Explanation of Local Control Funding Formula and LCAP process.
   b. State Funding – State funds 92% of our operating budget
      i. Base Grant
      ii. Supplemental Grant (unduplicated students)
      iii. Concentration Grant (does not apply to CUSD)

IV. Plan Development Process Timelines
   a. Info Gathering & Prep
   b. Stakeholder Engagement (sending out a link to the results)
   c. Plan Development
   d. Final Plan Review and Adoptions (will email meeting participants when it is posted to the website)

V. LCAP
   a. Subgroups
   b. Review of 8 State Priorities
   c. Questions?
      i. When do we assess based upon the state priorities? Are those on the website? Best place to see those measurements are in the LCAP end of year report.
      ii. How is SB1050 College for All coalition addressed in the LCAP? What are the best practices? What is working and not working? Need to address how to measure effectiveness of EL, SED, and Foster Youth programs.
      iii. What is meant by parent involvement? How involved are they? Parents are more involved than ever. Our Parent Liaison was hired to ensure more opportunities for parent involvement. Rosa – focus on EL and Foster Youth parents. DELAC committee provides a lot of important feedback. PIQE has a college awareness program and recently had 27 parents graduate from the program at CHS. Also have Gracielas Dream which is a college information reading program. We also offer translation services. Trying to figure out if FY, EL, SED are being addressed. Want to be able to say that CUSD is addressing the needs of these groups. Want to ensure that needy students from Pomona and Montclair are being served. Have been notified by Pomona USD that they will no longer be releasing students to our district.
      iv. What other things are being offered to these parents? Trying to gather best practices. We are providing opportunities to attend conferences and services workshops.
      v. Which Pupil subgroups are significant for Claremont USD?
   d. Overview of Mid-Year Update
      i. Look at priorities and highlight whatever reaches out to you.
         • Priority 1 & 2 - Goal #2, pg 3, action 3 – Offer additional opportunities with preschool.
         • Is Adult School offering coursework for paraeducators? Yes
         • Pg. 4, in addition to regular PIQE, add STEM PIQE, Nurtured Heart, and assessment workshops
         • Regarding the Student Engagement and Extracurricular Survey, aren’t surveys a rather weak tool to base funding on? We use various methods and have found that student focus groups are a stronger tool for measuring what students want. ThoughtExchange was used this year but will switch it up every year. Would’t it be good to combine measurement methods?
         • Priority 7 & 8 – World language is a need.
• How do we go about bringing change? Through feedback provided from these meetings and survey responses.
• Elementary Music program – is there one person who goes to all sites? Currently, we have four strings and three band instructors. The music program is a high priority in Claremont and as the number of participants grows each year, costs increase as well. Thankfully, the district is able to provide funding for instructors and equipment. We are also fortunate community partners who donate instruments for student use.
• At what grade level do students SAT/PSAT/AP tests? Students begin taking these assessments in sophomore and junior year. The district provides financial support for students taking these tests through the College and Career Readiness Grant.
• Supplemental grant – how does this work? Supplemental funds are there to help close the achievement gap for EL, Foster Students, and SEDs. The trend has been local control for districts to figure out how to spend to target areas like intervention, etc.
• What about iPads, technology needs, things that prepare them for college? We receive requests all the time to level the playing field for students who require additional services.
• How long does it take to fulfill these special needs? Most of the time we’re able to fulfill them that day by purchasing clothes, backpacks, bus passes, school supplies. Digital or translation request is usually 2-3 day turnaround.

VI. Thought Exchange Results
a. Will be shared with the board on April 19 and will go live on website the next day.
   i. What is the district doing to address these themes? One of the main initiatives is PBIS (June explained)
   ii. How do we partner with the colleges and do they support our schools? We partner with them on several programs such Link Crew, STEM related activities on Saturdays, AVID college visits that include college financial aid workshops for parents, Math Olympiad (Harvey Mudd), Math Tutoring, and a Robotics competition. We receive a lot of support. College student transportation can be an issue, as many of these students are from out of town and don’t typically have a mode of transportation. The colleges invite Nobel prize winners to speak and invite high school students.

b. Was administered to 4-6 graders, 6-8, and secondary students.

c. Students concerned about:
   i. Washrooms and hygiene
   ii. Lunch
   iii. Student behavior and discipline
   iv. Drugs
   v. Scheduling concerns – There is a strong interest in taking finals prior to winter break

d. Staff concerns:
   i. Increase in salaries
   ii. Parents - # of electives offered to students
   iii. Large amount of classwork and homework being done

e. Parents and staff appreciated:
   i. Community
   ii. Communication and transparency – communication with faculty
   iii. School supportive of students and the needs of whole child.

f. Grades 4-6 appreciated:
   i. Technology and learning tools – upper graders appreciated technology, fields and playgrounds, curriculum
   ii. Opportunity time
   iii. Quality of teachers

Schools are getting ready to send out surveys specific to their school site.
Is there any feedback at this time?
iv. Facilities/bathrooms – perhaps kids should have idea/ownership of bathrooms, display artwork, allow them to take pride in the facility and treat it with more respect. Have student cleaning crews and offer rewards/incentives to those who volunteer.

v. Food & nutrition – make healthy food more inviting

vi. Didn’t find Thought Exchange more user friendly
VII. CUSD Data

a. Snapshot of enrollment diversity
b. ELs/primary language
c. Language proficiency
   i. New testing is rigorous – will probably see initial drop in the percentage of reclassifications.
   ii. ELL breakdown by site
      • *Is the EL assessment a standardized assessment?* This is the state’s assessment, which is currently being changed. CELDT is going away and we will now administer the ELCAP.
   iii. SED breakdown by site (federally funded – highly restricted)
      • *Over 2,500 students are SED?* Yes, and we believe it is higher.
      • *What is the income level to qualify?* Students who qualify for F & R lunch.
   iv. Foster Youth breakdown by site
      • *Does CUSD work with the David & Margaret home?* Those students are serviced by Bonita SD.

d. Basic Services –
   i. Overall ratings on facility inspections
   ii. Credentialed teachers
   iii. Sufficiency of materials
   iv. Average Class Size
   v. Implementation of CA State Standards
      • *Three Apple Distinguished Schools and several schools applying for the next round of awards.*
      • *Can we ask community organizations to financially support sending teachers to conference?*
      • *Do our TOSAs go in and support teachers in the classroom?* That is the decision of the site administrator but some grade levels are very comfortable with having them assist in the classroom. We do hope in the long-term this will happen.
   vi. Data Dashboard (six indicators) – State is still in the process of designing a new accountability system. The previous system was designed by the federal government.
      • Student achievement Dashboard Data
         a. *What are the reasons for suspensions?* Usually for offenses mandated in Ed Code. Are there initiatives for teaching students appropriate behaviors? Yes, and we’re rolling out PBIS to help change that. In other districts this is sometimes used as a punishment but they need to work toward students getting back into the classroom. Agreed
         • *EL Reclassification Rate (typically higher than the state but we are declining)*
   vii. CAASPP ELA/Math Scores (6:08 pm)
   viii. CAASPP ELA Subgroups
   ix. CAASPP Math Subgroups – not as high as previously reported
   x. CSU Early Assessment ELA – subgroup performance for ELA / Math
      • *What will be changing to make our activities different and using best practices?* What are we doing to come up with new and innovative ways to see these improve? Typically it takes three years to get results and we haven’t been able to institute new initiatives for more than a couple of years.
      • *Is data every six years?* We pull data every year and this presentative shows three or four years of data using the same metrics. Teachers look at data daily, weekly – they’re always looking at it.
      • *What transparency is there for parents – what can we do?* 15% of programs should be new and innovative each year. Start implementing new and innovative programs such as the TOSA program.
   xi. ACT/SAT
   xii. Attendance Rate – high compared to other districts but would like to improve
   xiii. Drop-out Rate – very low
   xiv. Graduation Rates
   xv. Chronic absenteeism (10% or more of the school days)
      • *What has been identified as the biggest reason for chronic absenteeism?* In Claremont it’s travel. This is a huge problem with kindergarten students.
xvi. Suspension/Expulsion Rate
   •  What sort of effect have the recent school shootings had on our schools? James – This year it is very apparent due to the recent issues. All potential threats are investigated.

xvii. Other Pupil Outcomes - AP Placement Results
   •  How many of these AP students are EL, Foster, or SED? Julie to look up numbers

xviii. IB Results – percent passing different than AP (89 SED, 0 EL, 34 RFEP)

xix. Other Data – VAPA
xx. Elementary Instrumental Music Program
xxi. CA Seal of Biliteracy Program – numbers are increasing

VIII. Whole Group Share – Please place sticky note comments/questions onto the appropriate state priority poster
   •  These suggestions and feedback drive new actions and services as well as to help modify existing actions and services

IX. Adjourned (6:26 p.m.)