

Feedback from Multiyear Finance Plan Budget Listening & Learning Session November 27, 2017

<i>Multiyear Finance Plan (MYFP) - What questions do you have about the MYFP? What input do you have as we prepare the proposed budget?</i>	<i>Investment Report - What is the data telling us about the success of the investments? What observations do you have?</i>
As we look at MS schedules, the hope is that all students will have the opportunity for a well-rounded education. Ex. Avid takes the place of an elective.	Graduation rates for dual language students served by immersion are more successful.
Consistency around middle school. Including options for more than 1 elective.	Dual language investment is paying off.
CTE should be a priority. Need to get to middle schools. Establish better CTE options at HS and options.	Most investments do not show they are paying off.
<p>Transparency of the budget information. When there were reductions where did the money go and what were the alternative investments. What were the tradeoffs and what was the analysis behind this.</p> <p>Don't give a lump sum of cuts and then a lump of additions. Show what was traded off for each addition. Last year was the LITT positions.</p> <p>One member appreciated the compromise approach to cuts - Kept 3 of 7 of the elementary LITTS.</p> <p>Interested in the evaluation of the Investments and the outcomes. Can we get more information on how this is impacting the 2018-19 Budget.</p> <p>How flexible is the district in implementing cuts of investments getting the money reinvested?</p> <p>Example - page 12 LITTS appear that they are not doing well. Is this a fully implemented program? How can you tell from this report? Do we have the right metrics for each investment?</p> <p>Community and staff survey is every year</p> <p>Page 16 - negative = reduction</p> <p>Increase for 18-19 is only 1.5% of the total GF budget</p>	Standards based learning not showing increase in achievement. Elementary ELA and math used as evidence.
Early Childhood needs to be a budget priority,	Avid does not show school-wide success.
<ul style="list-style-type: none"> I understand the process better and better each year. It is hard to understand what we are investing in, eg: short term investments- what is being implemented and what is a wish list. New investments such as Early Learning and Social Emotional Learning- how are these brought forward? 	AVID has been a success in multiple areas. We still have kids struggling in Math and English so why can't we enlarge AVID strategies to catch these other students. The students that are being lost in the system. We already have staff trained so expand to serve more students. Training all staff needs more \$\$

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<ul style="list-style-type: none"> I am a parent and a staff member- we need a 'balanced diet' in our academic programming- MS students need electives every day, PE every day. Extra programs that we do are ok, but we need a holistic view. AVID students lose an elective. Learning a second language is important. Missing consistent music and PE offerings in our middle schools. Include shop classes and mechanics in the high schools - better yet at the middle school. Art is missing at the elementary level- at least weekly rotation. Art Lit is ok but is not enough. Maker spaces with recycled materials let kids be creative. How do we do all of this with state mandates for core subjects? 	<p>Additional elective opportunities for AVID students (Music) comprehensive education at Middle School level. AVID takes up one elective so doesn't always allow for another elective. Make sure these students get another elective.</p> <p>Cut other places but expand AVID.</p> <p>Keeping kids on-track - Attendance mentors and graduation mentors have been implemented this year. Middle school is often overlooked but is impactful to 9th grade on-track and graduation. Daily electives help keep</p>
<p>Would like notes for slides to better inform community members.</p> <p>Not a direct correlation with pillars. Data is mostly here but three places to look at it. AVID shouldn't be a stand-alone. Should not be there because it is a program. What happens if levy doesn't pass? Spell it out so we understand why we can't have it all. Tough to cut AVID because they are doing so well.</p>	<p>Academic needs based staffing is not showing results</p>
<p>Music, Arts, PE data? These are important but are they making a difference for kids? Where is the data that shows this is working for our kids? Showing that kids in electives are having academic positive effects.</p> <p>Could MS kids be bussed to other MS's that have the electives that they want? District should mandate what the standard for the MS experience (schedule) is, shouldn't be the buildings decision.</p> <p>MS— PE plus two electives. Seven period per day. Block and every other day is no good.</p>	<p>Music instruction - need to add achievement metrics for students participating.</p>
<p>QUESTIONS</p> <ul style="list-style-type: none"> Medium Term (Standards-Based Learning System) P.11 - Are we expecting to adopt the Health curriculum this spring and be prepared for staff development in the next year? What is the long term goal of Pre-K? Future Ready - How are we gauging the use of Canvas by staff? <p>INPUT FOR PROPOSED BUDGET</p> <ul style="list-style-type: none"> Is the focus to bring back LITT teachers at the elementary? 	<p>Secondary standards based learning system investments are not showing results. pg. 1</p>

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<ul style="list-style-type: none"> I hope we will be fluid enough and nimble enough to actually make a change in the programs we offer. 	
<p>Glad to see the priorities aligned with ours, e.g. comprehensive education. Are the Success Coaches new positions? Is CTE funding separate State funding or a part of the State School Fund? What does it mean to add 3 student days? What is meant by continuity of program? Having trouble with the new math adoption and how to help my child.</p>	<p>Each investment should have a metric such as closing achievement gap or raising graduation rates. Questions around why some metrics were chosen - lack of a direct connection. Ex. Mentor teachers.</p>
<p>More equitable across the district, same access to programs. Especially at the MS level. What would it look like if we looked at the electives and grad rate like we look at what CTE does for the grad rates?</p>	<p>Graduation rates for dual language students served by immersion are more successful.</p>
	<p>Dual language investment is paying off.</p>
	<p>Most investments do not show they are paying off.</p>
	<p>Standards based learning not showing increase in achievement. Elementary ELA and math used as evidence.</p>
	<p>Avid does not show school-wide success.</p>
	<p>Daily electives help keep kids coming to middle school. Two daily electives plus PE in middle school will impact kids engagement by the time they get to 9th grade. Nice summary of data - but what do all the number and percentages mean. It would help if there are narratives. Explained that summary reports are being developed now.</p>
	<ul style="list-style-type: none"> It is hard to tell what is working. Need a gauge like Meets, exceeds, etc. Hard to track all the charts. Need a summary. Hard to digest, hard to figure out the charts. Cohort data.

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| | <ul style="list-style-type: none">• Consider graphs to display the information.• As a community member, this is a hard document to read. What are the trends?• pg. 9 is hard to understand- phases don't make sense especially Phase 3 Future Ready |
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