

District Advisory Council Meeting Minutes

March 12, 2015 - Brandon Elementary School

Present: William Banning, Carol Boyan-Held, Rhiannon Parris, Tony Gentry, Ana Huynh, Karen Van Gool, Melissa Fitch, Carin Ezal, Sandra Edgar, Susan Zink, Jil Ronkainen, Judy Blue, Laura Zizumbo, Melissa Renda, Peggy Reagan, Amy Marston, Drew McKenna, Felicia Roggero, and Gail Hugo.

Meeting began at 9:19 a.m.

I. February meeting minutes reviewed and submitted for approval

- Motion to approve made by Anna Huynh
- Motion seconded by Peggy Reagan
- All present were in favor of approving January Meeting Minutes as submitted with the following correction. Stephanie Denier and Toni Gentry were present and Rhiannon Parris, Melissa Fitch.

II. Brandon School Update - Felicia Roggero, Principal, Brandon

School population

- 443 kids at Brandon
- 31% white; 54% Hispanic, 9% Asian, other
- Special programs: Communicatively Challenged class is housed in the 1st grade classrooms
- School is TK-6th grade.

Brandon Library

Felicia Roggero shared a video made by students about the library. Mrs. Tuttle, the Library Specialist, has done a great job incorporating informational text, which is important with Common Core. Below are some of the ideas she has implemented.

- Pairing books
- Adding source documents for student use
- A basket was created to support the teachers with books directed at their current lessons.
- The library used as a math resource with Common Core Standards, such as read aloud

books focused on math.

- Incorporating books about social and emotional growth so that teachers can read and discuss them with their students. Parents may also check out these books to read at home with their children.

Bill Banning acknowledges his appreciation for reporting on the library and the relation of Felicia's presentation of how the library is embracing Common Core.

III. Member Reports: Summer Learning, Intervention, Multiple Tiered Systems of Support (MTSS) - Bill Banning

The idea of intervention and differentiated instruction has been adopted across the country. Testing scores show a student's progress and growth from year to year. Tier 1 students will have differentiated instruction. Students far below levels are pulled out during the day to target their needs. Targeted instruction is offered for those students using systematic ELD instruction. New standards for ELD have been adopted but are not implemented yet. The CELDT test has not changed, but will in about two years. Bill asks that the school representatives give a report on how their school is incorporating differentiated instruction.

- El Camino: Students are very involved and are tested three times a year. The test is MAP for language arts and math. A before school reading class for kids who need extra help is offered. Students far below levels are pulled out during the day to target their needs. Advanced students can go to a math club held by the librarian during class but are still responsible for the classroom work. Each student has a goal conferencing meeting after each test. Assessment testing will be changed in the future. The principal has been really good about meeting with her to talk about growth and how to improve the focus if not on score but growth.

- Ellwood: Teacher training is still in progress so they've not been able to implement much of it yet. They need time to try out the new, tiered program, but there could be flexibility in tiers. Students could move based upon performance. There is a student success team, which includes a learning specialist, psychologist, 1st and 5th grade teachers, and the principal. There is a pull out system in the morning and afternoons.

- La Patera: MTSS has been implemented. LEXIA, DIBELS, and Smarter Balance practice tests are being used. There is a Math Super Bowl after school. Grades K-6 kids go to ELD every morning, and all kids are part of RTI everyday with like classified students and some are with CTs. LEXIA is available in the Computer Lab during lunch and after school. Some teachers have installed LEXIA at student's homes for further assistance. Approximately 20 computers have been given to families.

- Brandon: Teachers have started MTSS training, and this is year two of training implementation. K-6 is using DIBELS, and we have developed questions to address comprehension. Started using SIPS in February, LEXIA is being used for tier 2 students, and Reads Naturally is being used for fluency accuracy testing. In classrooms some

technology is being used to supplement additional needs. MTSS teams meet at least four times per year, and progress is monitored in between by data teams divided into grade levels.

- Foothill: LEG groups are differentiated. Not a pullout program, but all students learning abilities are addressed.
- Kellogg: There isn't any kind of core standard that is different for students but is enriched info or different strategies.
- Kellogg: There are three assessments per year. K-3 has learning teams, and ELD is a pullout system for 4-6. The Learning Center has 1-2 full time teachers, allowing more pullout out time for those who need it. GATE is pullout and also differentiated in class.
- Foothill: The Intervention team meets twice a month, and usually it is with the principal, school psychologist, and five teachers. There is small group progress and monitoring, and accelerated reading programs for 2nd grade. There is a math bowl, and GATE teacher is push in (does math language arts, etc.) The principal feels like they have good training and feels good about MTSS.
- Hollister: Testing is done three times per year. DIBELS is new this year for Hollister. With the new benchmarks, kids are constantly monitored to make sure they are improving. Each student does 30 minutes of ELD everyday. The principal is looking at incorporating specialists and CT's so that kids won't miss classroom time.

Bill Banning: There is something different at all schools, but the umbrella is the same. The district works on making sure each school has the resources they need for their school. With the anticipated federal reauthorization of No Child Left Behind things will change. NCLB had unreachable standards and penalized schools and district for failing to achieve them. We are now moving toward a data driven system. Testing this year will not compare to the STAR test and measurement cannot be compared. Each school has different ways of doing student success teams, but all are geared toward the same things. More of the schools are doing DIBELS. DIBELS can be used as formative data and can give information about how we can help a student better. The district is looking at what is getting the best results, and studying a system so it can be implemented in other schools.

PTA Update

Hollister: The Jog-a-thon raised \$31,000. Annual Auction this Saturday. A recess Marathon Club has been created. The first day there were 216 students, and now 117 out of 463.

El Camino: The Jog-a-thon raised \$12,600. The 5th and 6th graders have been running a marathon mile every week, and Science Night is tonight.

Foothill: The gala is this weekend, and Jog-a-thon is later this month.

La Patera: The new PE teacher has created a Mile Club before school. The Jump for Hearts fundraiser raised \$1,800. Jog-a-thon is Friday and the goal is \$10,000-12,000.

Brandon School: The annual auction fundraiser is tomorrow and the Jog-a-thon raised over \$30,000.

Kellogg: The Jog-a-thon is tomorrow and if each student raises \$60 the principal will dress up as a human hot fudge sundae.

Q. Karen asks if the PTA can create a master list of donors.

A. Sandra says you run the risk of businesses not being able to donate at all.

Action item:

- For the April meeting, review LCAP and look at the district document and the Strategic Plan and please prepare input.

Meeting ended 11:45 a.m. [END]