

Goleta Union School District
DAC Meeting Minutes
November 15, 2018 Meeting
Kellogg School

Attendance: DAC

Dr. Donna Lewis (DO- Supt.)
Luz Reyes-Martin (Board member)
Betsy Meagher (Foothill)
Kara Rocque (Kellogg)
Lynette Nievares (Isla Vista)
Amanda Brey (La Patera)
Mike Munoz (Hollister)
Lisa Rivas (GEF)

Liz Barnitz (DO- Director)
Kim Bruzzese (Principal Kellogg)
Susan Zink (UTPG)
Cressida Silvers (El Camino)
Stephanie Drake (Ellwood)
Alton Brown (Brandon)
Kyle Begley (GEF)
Stacy Rébich Hesperha (GFS)

1. Welcome and Introductions

Cressida Silvers opened the meeting at 8:51 a.m. Dr. Lewis welcomed members and asked everyone to introduce themselves and their school site.

2. Approval of the Minutes as amended from October 11, 2018

Motion to approve minutes: Amanda Brey
Seconded by: Kara Rocque
Minutes approved.

3. Goleta Education Foundation -

Kyle Begley, New Executive Director of GEF, shared history of the Goleta Education Foundation. GEF began as a lemon bar fundraiser and a fun run to help support music, art and physical education programs at the nine schools in Goleta Union School District. The foundation was transformed in 2014, given an advisory board and a broader mission. The restructuring guaranteed the sustainability of the GEF.

The GEF is building community support with the strategic plan. They engage the community to invest in and enhance the schools and they look at population of students, regardless of each school's ability to raise money, being equitable. Their two fundraisers include the Lemon Run in September, and a fundraiser at the Goleta Chamber of Commerce Goleta's Finest event. They rely on individual family and foundations donations.

Past Director, Lisa Rivas, also shared information with the DAC representatives. GEF is not as well known in the schools because they have been directing their efforts with foundations in our community to invest in the schools. They target a different group of donors than our PTAs. Their funding helped support the summer school program and they worked with the Women's Fund of SB to put a CALM therapist in the 3 preschools and 4 TK classrooms to help with social emotional learning. \$281,000 from Bower Foundation (IVYP, CALM, GUSD) also funds this initiative.

Innovation grants are also available for GUSD Teachers/Specialist to receive money from GEF. Teachers complete an application stating their needs, starting in January. Last year, 5 grants were awarded totaling \$10,000. GEF is hoping to have an Innovation Grant liaison at each school this year.

4. School Presentation and Tour of Campus – Kim Bruzzese

Principal Bruzzese provided an informational sheet providing information about Kellogg School. (attached)

Total enrollment is at 455, with 37.8% Hispanic/Latino, 41.4% White, and 11.4% Asian. English Learners are 30%, RFEP is 6%, SED is 28%, SWD is 12%. There are 19 general education teachers and Kellogg houses the district Autism program. Mrs. Bruzzese shared some of the programs they have and then took the group on a tour of the school site.

5. Golden Bell Nomination for Early Childhood Consultation

Dr. Liz Barnitz, Director of Instructional Services, explained the Golden Bell Award that our district was recently awarded. Together with CALM, we provide an early childhood consultation coach in our preschools and TK classes (3-5 year old students). Once a week, a therapist/coach who has early childhood training, embeds in the classroom working with the classroom teacher, managing conflicts, identifying emotional behavior, serving as a coach for the student and the teacher. They provide small group lessons to give them tools (Toolbox of self-care). Every month the teachers receive professional development from this therapist. Parent Nights are held to help parents with information for behaviors at home. They also do reflective practice, building relationships with teachers. Teachers debrief with the coach, taking a teacher stress inventory, TSI.

6. Educational Specifications/Facilities Master Plan

Superintendent, Dr. Donna Lewis, explained Educational Specifications and the need for a facilities master plan for the district. Kathleen Moore, our Educational Specifications consultant, has a deep understanding of how facilities and education relate. (What is our classroom in the future going to look like?). The Ed Specs will relate directly with the facilities master plan. A committee will be put together with stakeholders and meet five times from January through May. They will operate mostly from the educational standpoint. The committee will give some recommendations of our wants and needs and share with the architects for the master plan. (attachment included)

7. Representatives Discussion-

Cressida will email reps to get ideas for future topics to discuss with the rep time on the agenda.

**8. Next Meeting at the District Office Board room, 401 N. Fairview Avenue, Goleta
Ellwood School Hosting ~ Thursday, December 13, 2018 @ 8:45 am**

Meeting adjourned at 11:08 am

Kellogg School: Home of the Bulldogs

475 Cambridge Drive, Goleta, CA 93117

School Profile (2017-2018)

Total Enrollment	455 (2018)
Ethnicity (Major Groups)	Hispanic/Latino (37.8%), White (41.4%), Asian (11.4%)
English Learners	30%
RFEP	6%
SED	28%
SWD	12%
Stability Rate	91%
# Gen Ed Teachers	19 (1 LC, 44% w/M.Ed., 72% w/6+ yrs exp., 11% < 3 yrs exp.)
# SpEd Teachers	1 RSP, 2 Autism, 2 Inclusion Specialists (job share)
Special Programs	TK Program, Intensive district program for students with autism

School Site Initiatives (2018-2019)

School Goal #1:	100% of Kellogg School students will increase in their reading proficiency as measured by Renaissance STAR 360 Early Literacy (K-1st) and Reading (2nd-6th) assessments between fall 2018 to spring 2019.
School Goal #2:	All students, specifically including English Language Learner Students, will increase their frequency and complexity of oral language production.

Additional Information:

Kellogg has one of the larger staffs in the district and is continuing to refine our **Multi-Tiered Systems of Support (MTSS)** to meet students' needs and offer differentiation across grade levels. Similar to all GUSD schools, our staff continues to grow in our use of **Professional Learning Communities (PLC)** to help both ourselves and ultimately our

students learn from one another, strengthening our understanding of best practices and the effect they have on student learning.

As part of the **District's Intensive Autism program**, we are able to have a primary and upper grade mainstream program with instruction happening in separate classrooms and students pushing out for morning meetings/activities and specialist programs. In addition, we have a separate inclusion program that allows students to stay in general education classrooms with either 1:1 or in some cases 2:1 aide support. Additional Specialized Academic Instruction (SAI) are provided to those students requiring it per their Individualized Education Plan (IEP).

We bus close to 70 students from Old Town Goleta area and host a small cohort of children of graduate students or visiting professors from Korea, China and Japan. Typically our international students stay with us for 1-2 years while parents fulfill their requirements at the university. This makes for a more diverse English Learner population at Kellogg.

We practice Recess Before Lunch (RBL) in grades 1-6 and last spring received the **Ocean Guardians Grant**. As a result of the grant, we have an after school Ocean Guardians Club (Gr. 2-5) that meets weekly and provides presentations to our student body about the 5 R's (Refuse, Reduce, Reuse, Recycle, Rot) and recently presented at a PTA Association meeting as well as at a Flagpole Assembly. They conducted their first zero waste audit as a baseline activity and will be conducting their second audit in December. Our fifth grade classes are also active in promoting conservation awareness as part of the grant agreement.

Each teacher recognizes 1-2 recipients for our **Bravo Bulldog** award at one of our bi-monthly, school-wide **Flagpole Assemblies**. Last year we used the Second Step Curriculum to train a group of 10, fifth graders and 4, sixth graders to provide peer mediation during upper grade recess and lunch as part of our **Paw Pal Program**.



ESSENTIALS IN SCHOOL FACILITIES PLANNING

Educational Specifications

The California Department of Education (CDE) believes that quality educational specifications are key to designing school facilities that successfully support the delivery of educational and community programs and foster effective, safe, and sustainable learning environments.

What Are Educational Specifications?

Educational specifications are used by school districts as the link between the design of school facilities and the educational programs they are intended to support. Educational specifications are for individual projects or for districtwide use and usually contain two components: the educational program and the architectural design program. Educational specifications describe the physical requirements necessary to deliver the educational program, which enables the architect to visualize the educational and extracurricular activities so that the design concepts and solutions support the educational program. Educational specifications also serve as a platform for an inclusive and transparent stakeholder planning process and as a method of developing and communicating the district governing board's facility vision, policies, and standards.

Importance of Educational Specifications

New and modernized schools are an enduring community asset, and spending the time and effort to ensure the success of these facilities is essential. Good planning practices suggest that the design of a new school and the modernization, expansion, or reconfiguration of an existing school should be guided by a comprehensive agreement of affected stakeholders as to how the facilities will be used. Well-developed educational specifications provide



clarity for guiding the facility design process and help to create and maintain optimal learning environments.

Another reason why educational specifications are important is because California Title 5 regulations¹ require that the design of a new school will be guided by the educational specifications adopted by the district's governing board.

Transparent and collaboratively developed educational specifications,² together with a districtwide facilities master plan, are key tools in building community support for creating high-performing new schools. The facilities master plan includes comprehensive data and board-adopted policies on long-term districtwide facilities needs and plans.³

Educational specifications are an important guide for major modernization or renovation projects of existing schools. The capacity and layout of the existing buildings, site constraints, and many other factors may limit the ability to meet growing enrollment or to deliver all of the educational and community programs effectively. Creative solutions based on priorities established in educational specifications are helpful in updating existing facilities to meet current and future needs.

For more information, contact the California Department of Education, School Facilities and Transportation Services Division, at 916-322-2470.



Educational Specifications Content

CDE recommends that educational specifications address the following areas:

1. Project description
2. Project design factors
3. Activity area requirements
4. Summary of area relationships
5. Summary of space requirements

The CDE publication *Educational Specifications, Linking Design of School Facilities to Educational Program*⁴ provides greater detail on each of the five major areas. Each district can modify and expand these outlines to suit their unique needs and goals.

The building or design component of educational specifications can also include details on special characteristics: integration of technology; sustainable and green features; safety, security, and crime prevention; flexible and outdoor learning areas; career–technical education; special education; and other educational priorities.

Development of Educational Specifications

Effective educational specifications are the result of a collaborative planning process reflecting the consensus of a committee of stakeholders, including educators, students, administrators, board members, classified staff, parents, and the general public. Field trips to exemplary projects may also be beneficial to expose committee members to new educational concepts and to stimulate innovative design ideas. The development process may take six months or more depending on the size and complexities of the project.

Some districts include consultants and an architect in the development of

1. *California Code of Regulations*, Title 5, sections 14030 and 14031a.
2. Natomas Unified School District and DLR Group, *Elementary School TK-5/K-8 Educational Specifications*, Sacramento, DLR Group, 2015.
3. 21st Century School Fund, 2011, *PK-12 Public Educational Facilities Master Plan Evaluation Guide*.
4. California Department of Education, *Educational Specifications: Linking Design of School Facilities to Educational Program*, Sacramento, California Department of Education, 1997.

educational specifications, while other districts do not assign an architect until after the educational specifications are complete. The district should ensure that the project is driven by the educators and the community and not by predetermined architectural solutions.

In districts with consistent curriculum and program delivery models, the development of districtwide educational specifications may be appropriate. The districtwide document can provide a broader policy and vision framework for project- or site-specific educational specifications.

Desired standards may need to be approached with compromise that recognizes fiscal and physical realities. Knowing the limitations of a project's budget and having a facility condition assessment for existing facilities may also assist in understanding the relative needs of the whole campus and efficiently prioritizing the project's objectives.

Educational specifications should ultimately be adopted by a school district's governing board through the public hearing process. The final document should be officially published and made available to the architect and to the public to communicate the board's policies and requirements for proposed educational facilities and to support specific educational programs and 21st century learning.

Educating a diverse student population presents challenges that require careful definition of community and instructional needs. Educational specifications are the vehicle to translate the instructional program into a beautiful, economical, functional, and sustainable learning environment.

For more information, contact the California Department of Education, School Facilities and Transportation Services Division, at 916-322-2470.