

DAC Meeting April 9, 2015, La Patera School

Attendance: Carol Boyan-Held, Carin Ezal, Ana Huynh, Bill Banning, Amy Maston, Ricardo Araiza, Sandra Edgar, Susan Zink, Jil Ronkanien, Karen Van Gool, Rhiannon Parisse, Stephanie Denier

Meeting called to order at 9.15am by Bill Banning

1. March Meeting minutes to be approved at the next meeting after edits are made
2. School Report – Dr. Ricardo Araiza, La Patera Elementary
 - a. Academic Goals
 - i. Number Talks
 - ii. FactsWise
 - iii. Writing
 - b. ELD and ADL
 - i. School-wide ELD and ALD small group instruction using Certificated Tutors
 - ii. Use CELDT, ADEPT and MAPS scores to determine placement every trimester
 - iii. All sixth grade students qualified for reclassification status (except 2 who are new to the country)
 - c. In School Intervention
 - i. Six Certificated Tutors
 - ii. MTSS – “Multiple Tiers System of Support”
 - iii. SIPPS – “Systematic Instruction in Phonological Awareness, Phonics, and Sight Words” - District selected system for reading intervention - non-digitally based
 - iv. Corrective Reading
 - v. LEXIA and Reading Plus
 - d. After School Programs
 - i. ASES at The Boys and Girls Club in Old Town Goleta – funded by a State Grant
 - ii. Enrichment Programs – some private vendors and some done by school specialists
 - iii. Working on planning on providing an afterschool care program next year on campus – concept presented at GUSD Board Meeting 04/08 to discuss creating a position to pilot an after school care program on campus.
 - e. CIMI camp
 - i. Now a district budget item to help fund attendance
 - f. School Communication
 - i. Texts in Spanish through Parent Square made a difference
 - ii. Calls on Monday about weekly events directly to families
 - g. Two communities UNITED
 - i. Combined PTA and ELAC meeting
 - ii. ELAC meetings at Boys and Girls club – provide guest speakers, e.g. police officer
 - iii. PIDA – Parent Involvement through Dialogue and Action – focus group to provide direction the school needs to move toward.
 - h. Unique to La Patera
 - i. Holderman Endowment – provides financial support to continue offering specialist support and other events such as Families and Festival of Lights
3. Local Control Accountability Plan (LCAP) Progress Report and Input Session, Bill Banning
 - a. Need to review and revise every year and get input from:
 - i. Parents
 - ii. DELACs

- iii. Students – 5th and 6th graders
 - iv. Other outreach – GUSD Board, Principals, Unions, etc.
 - b. Five LCAP Objectives modification table discussion (Goals/numbers reference LCAP Strategic Plan Progress Worksheet)
 - i. Technology (Goal 2) –
 - Uneven as teacher driven – dependent on individual teachers interest and skills; District is working to develop recommendations for technology; Chromebooks lose a bit of creativity over iPads; long term goal is for grades 3 through 6 having access to Chromebooks on a daily basis, grades K-2 have daily access to iPads; upper grades have access to iPads. Trying to determine how to roll it out.
 - Computer Specialist role is changing – school technology support vs. Computer Specialist CT
 - PTA involvement in technology creates issues of equity – some can provide more support than others.
 - ii. Robust Achievement (Goal 1)
 - How to show growth with changes in standardized testing. Role of data to see growth not just rely on testing for both ends of the spectrum.
 - Data system pilot presented to the Board 04/08 by Carol Boyan-Held. It will process all testing data - SIPPS, CELDT, DIBELS, SBAC data, for each child as well as allow the development of interim assessments to monitor student’s growth. Will provide immediate access to data and information.
 - 1.14 – EIA meets regulations relabeled. Confirms prior services - instructional support for English learners
 - iii. Goal 4
 - “Teachers are highly qualified” refers to the state benchmarks being met by all teachers in the district – meeting legal standard. No specific language in LCAP about teachers needing professional development. Not in LCAP – more of an HR/Principal issue.
 - If the goal is to provide an effective learning environment – then why isn’t professional development/performance evaluation listed in LCAP?
 - Parent feedback – where can parents provide input on performance – good and bad – should there be an avenue available to share comments?
 - Evaluation procedure is a negotiated contractual issue – not allowed to implement new systems on the teachers with our union negotiation.
 - Principal evaluations – also not mentioned in LCAP. Looking at 360-degree evaluations – very sensitive area.
 - iv. Online parent survey coming out soon on LCAP. Input and engagement needed on a yearly basis.
- 4. Next Meeting Thursday May 14th at Hollister School
 - a. How is DAC functioning – is it serving the needs of the district and school community. Planning and rethinking for next year’s session.
- 5. PTA reports
 - a. Brandon – Successful Casino Night
 - b. Kellogg – Succeeded goal for Jog-A-Thon – Kim Bruzzese volunteered to be a Human Sundae for surpassing the goal.
 - c. Ellwood –
 - i. Auction at SOHO. 5th and 6th grade camps next week.

- ii. Concern about increased development in the area. Being watched carefully by the District – close communication with the city.

Adjourned 11.26am

Minutes by Rhiannon Parisse