

Goleta Union School District
DAC Meeting Minutes
October 6, 2016
District Office Boardroom - Brandon School Hosting

Attendance: DAC

William Banning (DO- Supt.)	Ryan Sparre (Principal Brandon)
Carin Ezal (Board member)	Sarah Bautista (Principal El Camino)
Donna Madrigal (Asst. Supt.)	Rhiannon Parisse (La Patera)
Beth Kanne-Casselmann (Goleta Family School)	Amy Marston (Brandon)
Susan Zink (UTP-G)	Kara Rocque (Kellogg)
Heather Porter (Hollister)	Laura Zizumbo (Isla Vista)
Melissa Renda (Mtn. View)	Cressida Silvers (El Camino)
Pam Espinosa (District Office)	Sue West (Community Rep.)

1. Welcome and Introductions

Bill Banning began the meeting at 9:24 am. DAC members introduced themselves.

2. Election of New Chairperson

Melissa Renda, parent representative from Mountain View, agreed to be the new chairperson.

3. Approval of the Minutes from September 8, 2016

Motion to approve minutes: Beth Kanne-Casselmann

Seconded by: Melissa Renda

Minutes approved.

4. School Report by Ryan Sparre – Principal Brandon School

Mr. Sparre stated that overall, Brandon School is a perfect snapshot of Goleta Union School District with 447 students and 20 regular education classrooms.

Mr. Sparre shared his demographic chart showing school numbers at 37.9% white
46.3% Latino with 15.8% (Asian, African American, Hawaiian, American Indian)

EL students are at 27.7% (approx. 132)

Mr. Banning mentioned that Brandon and Ellwood are the two schools in the district with demographics most closely aligned to the district's overall (aggregate) student demographic.

Mr. Sparre gave an overview of Brandon's special programs, (music, poetry, cultural arts/field trips, etc.) family events, school-wide activities, Buddies program, Afterschool Enrichment Program and the PTA involvement. The Afterschool Enrichment Program offers classes each day of the week. (Yoga, Hip Hop, Soccer, Tennis, Islander Chorale, and Apples to Zucchini Cooking) Mr. Banning shared that there are several different afterschool enrichment models across the district in terms of how they are provided. He reported that the @Afterschool program has been well received at all school sites and the district plans to continue evolving the program.

Mr. Sparre discussed the Brandon PTA funding commitments. (6th grade camp support, Poets, Michael Katz, classroom supplies, support for field trips, etc.

He shared that three of the classrooms have adopted alternative learning environments (standing desks, lower tables, alternative seating to better suit what works for kids) that are working well for the students. Mr. Banning and Mr. Sparre noted that this requires effective control of the classroom (by the teacher) in order for it to work. Students learn to develop a sense of personal responsibility and good behavior for the privilege of using alternative

spaces/equipment. Several DAC members expressed great appreciation for this, seeing this as a positive move to create classroom environments that better suit the needs of children (who need to move); they would like to see this extended to other schools.

5. District Update/Reports

Donna Madrigal, Assistant Superintendent of Administrative Services, shared a presentation of the Technology Integration and Program Implementation with 21st Century Learning Skills for the district. Teacher Technology Leads (TTL), the district technology team, is comprised of principals, teachers and computer consultants from each school site that develop technology standards, attend trainings, plan and support peers with technology implementation at each site.

- Tech objectives include:
 - 1:1 Chromebooks for 3rd – 6th grade
 - 2:1 iPads for K – 2nd
 - iPad clusters for 3-6
 - SmartTV in all classrooms
 - Appropriate and meaningful standardization or instruction
 - Recommended grade level skill sets that are developmentally appropriate and sequential (e.g. typing in 2nd-3rd grades in prep for state testing)
- Each school site has designated Teacher Technology Leads (TTLs) in lower and upper grades that agree to:
 - Attend an EdTech training and monthly district meetings
 - Grow as a technology learner
 - Identify purposeful and meaningful use of devices (SAMR model: substitution, augmentation, modification, re-define)
 - Support peer teachers on-site
 - Showcase 'just one thing' at meetings to communicate progress
 - Develop a digital scope and sequence by grade level that includes digital citizenship lessons
- Teachers working on cultivating digital literacy in the classroom.
 - Lower grades – iPad skills & safety pledge
 - Upper grades – tech license & digital responsibility pledge
 - One resource the district draws from is **Common Sense Media [website](#)** for grade-level curriculum for digital citizenship
 - Relevant topics include cyber-bullying, safe online talk, online scams and shams, digital citizenship pledge
- Key applications supporting digital learning and communications that have been adopted across all school sites:
 - SeeSaw
 - Google classroom
 - ParentSquare
- Technology tools adopted by district to support student assessment/comprehension:
 - LEXIA (K – 3rd grade; aka 'Lexia Core 5')
 - Star 360 (K – 6th grade) – assessment of reading and math (Star 360 assessments will be run four times over the year for all grades, allowing teachers to baseline at the start of the year and then measure student progress at intervals. November parent/teacher conferences will provide an opportunity for parents and teacher to discuss based on first two Star 360 assessments.)

- EADMS (K – 6th grade) – powerful database/tool that allows comprehensive data analysis from multiple inputs (CASPP, Star 360, etc.) to analyze student performance individually, at class, grade level, school and district levels (etc.). Example: EADMS can help teachers identify the ‘weakest’ strand of a set of math skills in a particular math section for which students in their class struggled the most.
- **Fundamental goal of the District is to build capacity to use data to deliver appropriate, targeted instruction to all students**

Mr. Banning discussed the DAC meeting schedule and future topics of interest. He asked for input from DAC members on what topics would be of interest for DAC to research and discuss at relevant intervals this year.

DISCUSSION RE: SOCIAL-EMOTIONAL DEVELOPMENT

DAC members acknowledged the importance of social-emotional development in primary schools and are interested in understanding programs in use at individual school sites that foster social-emotional development. Examples: conflict resolution; character development; anti-bullying; intervention/guided activities at recess, etc.

Mr. Banning and Mr. Sparre also addressed concerns regarding the new format and accessibility of ParentSquare. Mr. Banning is meeting with ParentSquare and will bring back more information next month.

6. Next Meeting at Isla Vista School – Thursday, November 10, 2016 @ 9:15 am:

Meeting adjourned at 11:42 am

Minutes taken by Pam Espinosa and Melissa Renda