

Galt Joint Union Elementary School District
Board of Education
“Building a Bright Future for All Learners”

Special Board Meeting & Study Session
Board of Education
Galt Joint Union Elementary School District

Wednesday, January 13, 2016
Galt Joint Union Elementary School District Office
1018 C Street, Suite 210, Galt, CA 95632

Board Members Present

Kevin Papineau
Wesley Cagle
Grace Malson
John Gordon
Matthew Felix

Karen Schauer
Robert Nacario

Administrators Present

Claudia Del Toro-Anguiano
Tom Barentson
Donna Whitlock
Jamie Hughes

MINUTES

- A. Open Session:** Open session began at 5:55 p.m. followed by the flag salute.
- B. Public Comment**
 - 1. Kim Lizama addressed the Board regarding Compass Learning software not working at full capacity and the use of district approved learning programs.
- C. Recommended Actions**
 - 1. **Routine Matters/New Business**

131.703 A motion was made by John Gordon to approve Legal Services Agreement Between GJUESD and Parker & Covert LLP, seconded by Grace Malson and unanimously approved. **Legal Ser Agreement Bond Counsel**

Kevin Papineau clarified that this agreement is for bond legal counsel services only and is separate from our current agreement with Parker & Covert LLP.

131.704 Karen Schauer announced California School Employees Association Sunshine Proposal for Fiscal Year 2015-16 with Galt Joint Union Elementary School District. **CSEA Sunshine w/ GJUESD**

- Article VII: Vacation
- Appendix D: Strengthen Qualifications for Sick Leave Support Eligibility

131.705 Karen Schauer announced Galt Joint Union Elementary School District Sunshine Proposal for Fiscal Year 2015-16 with California School Employees Association. **GJUESD Sunshine w/ CSEA**

- Article XV: Transportation

Study Session

Karen Schauer thanked board members for their commitment to keep learners and learning at the center of school district efforts. She reflected on district conditions during the recession and the Race To The Top- District (RTTD) grant application process. She indicated our successful RTTD grant application helped us go from a proficiency model under NCLB to a personalized growth learning model.

Dr. Schauer quoted education researcher Benjamin Bloom *“After 40 years of intensive research on school learning in the United States and abroad, my major conclusion is: What any person in the world can learn, almost all persons can learn, if provided with the appropriate prior and current conditions of learning”*.

Claudia Del Toro-Anguiano shared MAP assessment information featuring a new graphic highlighting growth and achievement quadrants.

Kevin Papineau asked how we make the jump from what we know to what we do about it. The graphic indicates one quadrant is teaching to the strengths of students.

Robert Nacario indicated that tools like Compass Learning will help us get students to the point where a learner takes ownership of their learning and they have the tools to get them where they need to go.

Karen Schauer stated that automated Personalized Learning Plans (PLP's) will help highlight best practices.

John Gordon stated that he would like to see what the graphic looks like as it relates to poverty to ensure we are using our Local Control Funding Formula (LCFF) funds efficiently.

Jamie Hughes described the process used to make the PLP's more personalized through a portfolio of evidence.

John Gordon suggested looking at examples of PLPs from Linda Darling Hammond.

Karen Schauer shared challenges with resources to support goal accomplishment. She indicated the district has not had a math adoption. She wonders if the word adoption is becoming obsolete due to the speed of change with curriculum resources due to new research and rapidly changing curriculum development. GJUESD is thoughtful about making decisions about foundational resources that are effective to use with teachers who have differing capacities to discern curriculum for students at different learning levels.

Claudia Del Toro-Anguiano spoke to the varying math programs that are currently being used.

Kevin Papineau stated that based on past opinions from teachers we learned that teachers don't want to create their own math units.

John Gordon stated that teachers do not want to create from ground zero. Could teachers now look at Eureka Math and Go Math and come up with blended units that works?

Karen Schauer indicated that mathematic resources pilots are being conducted. In addition, there are some teachers that are working with Edivate Learn.

Jamie Hughes described the Edivate Learn on-line curriculum pilot being used at 3 schools.

Karen Schauer suggested that in this era of open resources it may be best that in certain content areas we have foundational areas that everyone would use and added resources that teachers could use at their discretion to support personalized needs.

Robert Nacario stated that corporations in this country want something that is completely different than what we are teaching. They want people that can design, not just memorize answers.

Donna Whitlock spoke to the English Language Development (ELD) framework and the importance of bringing in informational text as we have teachers that don't know the ELD standards. She supports teachers having foundational material.

Barbara Woods described the process that the Next Generation Science Standards (NGSS) Early Implementation cohort is using to investigate adoption materials. So far they have not seen anything from publishers that would effectively support the implementation of the NGSS. She indicated that science teachers are giving feedback to the state regarding adoption materials.

Claudia Del-Toro Anquiano stated that History Social Science standards have not changed and will probably take years before any change is made.

Claudia Del-Toro Anguiano addressed Compass Learning challenges that have occurred in the last few weeks.

Kevin Papineau called a recess at 7:42 p.m.

The meeting resumed at 7:57 p.m.

Karen Schauer shared information on Personalization and High Needs Learners as it relates to evaluation and professional learning. She stated that when we talk about teacher evaluation, we need to prioritize teacher professional learning.

Claudia Del-Toro Anguiano shared information on the REEd Design Team. She indicated that this team of district and teacher leaders are working to improve observer training for better feedback and better teaching.

Kim Lizama, teacher representative and REEd Design team member, stated that they have spent a lot of time training with other districts trying to demonstrate how staff and teachers are all working together.

Kirsten Szyper, teacher representative and REEd Design team member, indicated that they are grappling with the term evaluation as it is more about constant improvement.

8:00 p.m. Wesley Cagle exited the meeting

Donna Whitlock shared information on ELD teacher professional learning cycle and ELD coaching. She and a team of stakeholders will attend a Joint Networks Meeting at Stanford

to discuss the Every Student Succeeds Act (ESSA) on February 18-19, 2016 to better understand changes in the way districts identify, support and monitor English language learners.

Amanda Johnson, Program Specialist reported on special education services data trends and future considerations. She shared the impact of student referrals for special education services and indicated that 40% of students did not qualify for services. This affects both students and district funding.

Ms. Johnson will provide a follow-up report to the Board in the spring.

D. Pending Agenda Items

1. Electronic Board Agenda Packet
2. School Furniture Analysis
3. Governance Team Continuous Improvement

E. Adjournment

The meeting adjourned at 8:54 p.m.

Board Approved: February 24, 2016